

**TEACHERS' PERCEPTIONS AND PRACTICES OF ENTREPRENEURSHIP  
EDUCATION IN PRIVATE HIGHER LEARNING INSTITUTIONS IN  
RWANDA**

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**A THESIS SUBMITTED IN FULFILMENTS OF THE REQUIREMENTS FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY (EDUCATION) OF THE  
OPEN UNIVERSITY OF TANZANIA**

**2020**

**CERTIFICATION**

The undersigned certify that they have read and hereby recommend for an acceptance by the University of Open University of Tanzania, a thesis entitled: **“Teachers’ Perceptions and Practices of Entrepreneurship Education in Private Higher Learning Institutions in Rwanda”** in fulfillment of the requirements for the degree of Doctor of Philosophy (Education) of the Open University of Tanzania.

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## DECLARATION

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.....

Signature

.....

Date



**DEDICATION**

I dedicate this thesis to my wife DUSABEYEZU Alphonsine and our lovely children: MUGISHA Liese and MUGISHA Emmanuella. It is also dedicated to the family of my brother NTAKIRUTIMANA Isaac.

## **ACKNOWLEDGEMENT**

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May God bless you abundantly.

## **ABSTRACT**

This study focused on teachers' perceptions and practices of entrepreneurship education in private higher learning institutions in Rwanda, members of ORIPES. The research employed realism as philosophical paradigm and mixed methods approach whereby both qualitative and quantitative data were collected by using questionnaires to selected entrepreneurship teachers, interviews to the heads of department and observations for class activities. Cross-sectional design was more appropriate for this study. Quantitative data were analyzed by using mean, percentages and standard deviation. Qualitative data were also analyzed by using data transcription focusing on core objectives of the study. Generally, the findings have shown that entrepreneurship teachers have positive perceptions of entrepreneurship education, but their observed practices and challenges they face, proved that entrepreneurship teachers need to be supported. Firstly, the findings have shown that entrepreneurship teachers have a positive perceptions of entrepreneurship education as it shown by the average mean of 3.33. Secondly, the practices of entrepreneurship education is theoretically well understood by entrepreneurship teachers as shown by the mean of 3.17; the data from observation have shown that the reality of what they do is different from the normal entrepreneurship education pedagogy. Thirdly, the findings showed that the challenges are there with the average mean of 2.29. Finally, the findings described the strategies used to overcome those challenges with average mean of 3.17. Based on the findings, the general recommendation was that private HLIs should work closely with the ministry of education and other decision makers for supporting teachers so that they can be able to connect their perceptions, practices with the existing policies to make entrepreneurship education more effective.

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## LIST OF ABBREVIATIONS AND ACRONYMS

APBL	Authentic Problem Based Learning
CA	Creative Art
CUR	Catholique University of Rwanda
CVI	Content Validity Index
EAC	East African Community
EDE	Entrepreneurship Development Education
EFA	Education for All
GIS	Geographical Information System
HEC	Higher Education Council
HEI	Higher Education Institutions
HLI	Higher Learning Institutions
HOD	Head of Department
IHL	Institute of Higher Learning
INES	Institut d'Enseignement Supérieur de Ruhengeli
IPA	Innovation for Poverty Action
MDG	Millennium Development Goal
MINEDUC	Ministry of education
NCDC	National Curriculum Development Centre
NCHE	National Educational Council
NDP	Notional Development Police
NGOs	Non-Governmental Organization
ORIPES	Organization Rwandaise d'Institutions Privées d'Enseignement Supérieur

PASS	Peer Assisted Study Session
PhD	Doctor of Philosophy
PIAS	Protestant Institute of Arts and Social Sciences
REB	Rwanda Education Board
SMME	Small and Medium Enterprises
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UNESCO	United Nation, Educational, Scientific and Cultural Organization
UNIK	University of Kibungo
UNILAK	University Lay Adventist of Kigali
UoG	University of Gitwe
UR	University of Rwanda
UTAB	University of Technology and Arts of Byumba
UTB	University of Tourism Technology and Business Studies
VET	Vocational Education Training

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The thesis examines the teachers' perceptions and practices of entrepreneurship education in private higher learning institutions in Rwanda. Specifically, it assesses the teachers' perceptions about entrepreneurial education and examine the practice of entrepreneurship education. Other objectives include determining the challenges and the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education.

As opposed to the general education, entrepreneurship education seeks to promote entrepreneurship culture. Therefore, central to change in pedagogical orientation was the need to develop the students' capacity to develop, organize and manage a business venture in order to make a profit. Developing students' capacity to manage a business venture, the focus of entrepreneurship education is to provide opportunities for students to construct knowledge and apply it beyond the school. Guided by experiential learning developed by John Dewey (1859 - 1952) and Sociocultural theory developed by Lev Vygotsky (1896-1934) as a theoretical framework, the thesis examines the implementation of entrepreneurship education from the perceptions and experience of instructors in private higher learning institutions of Rwanda, members of ORIPES. The chapter constitutes six sections: introduction; the research background; the research problem and; research objectives; research questions; research significance; statement of the problem; and the chapter summary.



## 1.2 Background to the Study

Entrepreneurship Education has been introduced widely in higher learning institutions. Most higher learning institutions have seen the importance of teaching entrepreneurship education, and many insist that entrepreneur education provides students with new ideas, skills and the ability to think and respond entrepreneurially to societal challenges (Bikse *et al*, 2016). It also provides entrepreneur skills as necessary for the improvement of social and economic performance (Valliere & Peterson, 2005; and Holcombe, 2006).

Alberti *et al* (2004) defines entrepreneurship education as the structured formal conveyance of competencies. These competences include, skills and mental awareness to facilitate the process of starting and developing their growth-oriented ventures. According to Brown (2000) entrepreneurship education can be viewed in terms of characteristics that can be engendered to help students to develop new and innovative ideas.

Over the past century, society has required schools to prepare students for competences, so they can negotiate in an increasingly complex set of social and economic realities (Christensen, 2008; National Academies of Science, 2007). In response to these requirements and changes, educators have developed new approaches to the provisioning of education, moving away from the notion of providing knowledge to students, to providing students with the strategies to process the knowledge. This new approach provides to the learners an active, individualized, and engaging learning experience: an experience which the teacher facilitates but does not dominate. One of the more popular descriptors of this approach is student-centered

learning. In the field of education, teaching from content/teacher centered has changed to teaching from learner centered approach. This approach allows students to become active in learning and construct knowledge on their own. Developing entrepreneurs in this way requires that teachers help the students to think beyond the subject matter.

Teaching entrepreneurship requires appropriate teaching methodology based on learner centred approach to teaching. This methodology can be traced back to twentieth century when three philosophers, a Russian sociologist Lev Vygotsky, a Swiss psychologist Jean Piaget, and American philosopher and educator John Dewey advocated for a program called constructivism. Constructivism is a belief that knowledge is temporary, nonobjective, internally constructed, and socio-culturally mediated (Wilson, 2005). This was a move from the belief that knowledge could be discovered and transmitted from the teacher to the learners. The new move conceptualizes knowledge as actively constructed as learners make sense of their experiences in relation to the subject matter (Kusumayanthi, 2004). Therefore, entrepreneurship education should view knowledge as socially constructed, learners are assumed to be active constructing their own meaning and understanding of the issues under discussion. Learner centered approach is the most teaching method used all over the world to permit the learners to make sense of their daily experiences.

Since entrepreneurship education helps to solve social problems (Freire, 1970) and helps to think critically and with autonomy (Simon, 1992; Kanpol, 1999 & McLaren, 1994). An entrepreneurship educator, therefore, is supposed to view students as creators of knowledge, as problem solvers and as critical and autonomous thinkers. There are some scholars who suggest the link between entrepreneur education and

learner-centered teaching approach (Cope & Watts, 2000). These scholars suggest that entrepreneurs learn primarily through learning-by doing and reflection. Minniti and Bygrave (2001) for example assert that learning how to be entrepreneur can only be acquired through learning by doing or direct observation and participation in an activity. Gendron (2004) adds to that debate, saying, ‘entrepreneur educators can continuously improve the teaching and device ways to encourage the learners to actively participate in the knowledge construction.

Entrepreneurship thinking is rooted in learner-centered approach that focuses on developing the competences rather than teaching the subject matter. As Briggs (1992) suggests student-centered learning rejects dualism, in that, it moves the learner from the position of object of knowledge to that of subject of knowledge, a knower. A student as an object of knowledge here, as Schatzki, et al. (2001) calls, is a situation where students are perceived as tabula rasa and in need to knowledge, rather than active and with capacity to construct knowledge. The characteristic of learners may change from one to another due to their experiences, motivation and aspirations. This means that, not all learners can become entrepreneurs.

Apart from the important role assigned to entrepreneurship education, there are different ways of preceiving entrepreneurship education. Interest groups in the discussion of entrepreneurship education include business and industry, people in the politics, and engineers. These have revealed varying conceptions of entrepreneurship education. Business and industry, for example, relate entrepreneurship education with student-led enquiry and discovery that enable them to turn ideas into action (Lamsa &

Siltaoja, 2008). Entrepreneur education from business is seen as a mechanism for changing the attitudes, values and intentions of students.

People in politics complain that education that does not create competition in learners and solve unemployment and reduce poverty serves no one. Following the millennium development (MDGs) and education for all (EFA) goals, emphasis from the politicians has been more on changing students' attitudes towards sustainable development and ethical values (Lopez et al., 2005). In other words, entrepreneurship education from the political point of view, is that which can develop in the learners, the knowledge, skills, perspectives and values necessary to assume responsibility for creating and enjoying a sustainable future (Abdone, 2016).

Engineers consider entrepreneurship education as a mechanism to develop the capacity and willingness "to develop, organize and manage a business venture along with any of its risks in order to make a profit" (Dictionary, 2015). Entrepreneurial education in the frame of engineers is considered as the one that helps students to be creative and innovative in identifying opportunities, evaluating resources and starting a project. This goes along with leadership skills, confidence, and ability to manage resources (Doboli et al, 2010). It is an education that helps students to look out for problems that have market potential and design marketable projects (Lumsdaine & Binks, 2003).

In their study on Entrepreneurship Education Research, Bechard and Gregoire (2005) identified three ways in which teaching entrepreneurship is done in higher learning institutions. These included teaching the social and economic roles of

entrepreneurship education for individuals and society, restructuring teaching by the use of multimedia, direct teaching entrepreneurship content matter; and considering the needs of individual students in structuring teaching. This study considers entrepreneurship education as the process of inculcating the knowledge, skills and values to the learners to develop innovative ideas and transforms them to profitable activities. It is the process of bringing together creative and innovative ideas to create wealth. As a Nigerian scholar points out, entrepreneurship education is a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption (Nwangwu, 2007).

However, knowing the complexity of entrepreneurship education (Bechard & Gregoire, 2005), different perceptions of entrepreneurship education can exist depending on how individual teachers perceive and practice it. Also from the fact that the aims and purposes of education vary from one teacher to another, or one institution to another, it is evident that, the perceptions of entrepreneurship education purpose and importance can determine the practice of teachers involved in curriculum implementation.

Thus, since there are different perceptions of entrepreneurship education according to business and industry, people in the politics, and engineers, the perception privileged in higher learning institutions in different countries have not yet been identified. Also since classroom teaching can either be content or teacher based or learner centered that allows development of critical thinking and entrepreneur skills, different studies have not yet identified the type of teaching applied in entrepreneurship education in countries like Rwanda; teaching methodologies applied, learner characteristics and the

larger context in which the graduates have to practice their learned skills have not yet been well understood.

Research on how teachers conceive entrepreneur education is needed to capture their understanding and suggestions for improvement (Gvaramadze, 2008). Teachers are the main implementers of the curriculum and deal with realities and challenges of the learners. In their teaching, they experience various realities in schools that sometimes are not well understood by the outside world. It is also not yet clear whether education in Rwanda has been able to develop critical thinkers with abilities to solve problems or practice entrepreneurship. In addition, societies have been accused of not adequately acknowledging higher education and that they do not fully support graduates to put into practice their knowledge and skill, and this results into a mass of unemployed graduates (Swai, 2014).

Furthermore, employment creation in Rwanda has featured extensively on the government's agenda, then on the skills that the youths possess. While the key characteristics of entrepreneurs focusing on economic progress (cf. Woods & Woods 2009), risk-taking and competition (see Pyysiäinen et al., 2007), the National Development Plan in Rwanda lists employment creation focusing on four major goals including: reviving and sustaining economic growth, reducing inequalities in income distribution and eradicating poverty. This means that education system, which focus on developing a culture of entrepreneurship is in contradiction with the national goals of equality of opportunity, cooperation, democratic participation, and welfare

(Antikainen, 2006). No wonder over the past five years' unemployment in Rwanda has increased from 30% to 34.8% (Ministry of Labor, 2012).

Therefore, there is a need of knowing about entrepreneurship teachers preparedness which may be examined through their perceptions and practices. Thus, it is essential to document how teachers perceive, practice and overcome challenges they face as they teach entrepreneurial education in higher learning institutions in Rwanda. Detailed descriptions on how entrepreneurship education is taught, teachers' perspectives, beliefs, and instructional practices may contribute to the improvement of entrepreneurship pedagogy. This study aims to fill this gap in the literature.

### **1.3 Statement of the Problem**

In the recent years, considering the global development, there have been many calls and support for higher learning institutions to provide entrepreneurship education in higher learning institutions since entrepreneurial skills are necessary for the improvement of social and economic performance of any country (Lusena-Ezera; Rivza & Volkova, 2016; Valliere & Peterson, 2005; Holcombe, 2006). The Ministry of Education in Rwanda requested institutions of higher learning (IHL) to have entrepreneurship education as part of their programmes in order to produce graduates who have acquired entrepreneurial competence. Different measures have been taken by the Ministry of Education in Rwanda to promote entrepreneurship education in both public and private higher learning institutions to reduce the number of graduates who are unemployed.

Teaching entrepreneurship education alone cannot make an entrepreneur yet this education has to be practical oriented and student-centered in order to produce

graduates who are able to compete in the market. This requires teachers to adapt their teaching perceptions and practices. Since some teachers providing entrepreneurship education have not been trained, this may affect the way entrepreneurship education is delivered and its outcomes.

A large number of empirical studies have also shown that teachers' conceptions play a significant role in framing the ways they plan, implement, and evaluate the curriculum and competence (Hancock & Gallard, 2004). However, the literature has indicated that teachers' perceptions and practices have remained uncertain and neglected in as much as entrepreneur education literature and policies are concerned (Volkman, 2004; Solomon, Duffy & Tarabishy, 2002). Also there is no serious attention given to how teachers support students, which could enhance deeper learning (Gijsbers & Schoonhoven, 2012). Therefore, this study intends to fill this gap by analysing teachers' perceptions and practices of entrepreneurship education in private higher learning institutions, members of ORIPES in Rwanda.

## **1.4 Objective of the Study**

### **1.4.1 General Objective**

Generally, this study analyses the teachers perceptions and practices of entrepreneurship education in private higher learning institutions in Rwanda.

### **1.4.2 Specific Objectives**

Specifically, the study focused on:

- (i) Assessing the teachers' perceptions about entrepreneurship education in private higher learning institutions, members of ARIPES in Rwanda;



- (ii) Examining the practices of entrepreneurship education among private higher learning institutions members of ARIPEs in Rwanda;
- (iii) Evaluating the challenges that the private higher learning institutions of Rwanda, face as they practice entrepreneurship education;
- (iv) Exploring the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education.

### **1.5 Research Questions**

The research tried to answer the following questions:

- (i) What are the perceptions of teachers about entrepreneurship education in private higher learning institutions of Rwanda?
- (ii) What are the practices of entrepreneurship education among private higher learning institutions of Rwanda?
- (iii) What are the challenges that private higher learning institutions of Rwanda are facing as they practice entrepreneurship education?
- (iv) What are the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education?

### **1.6 Significance of the Study**

Based on the importance of entrepreneurship education in the development of Rwanda as discussed above, and the general aim of this study, the reason for investigating teachers' perceptions and practices of entrepreneurship education is from

the assumption that the understanding of any phenomenon lies in people's perceptions (Marton, 1981), and that perception can further lead to improvement (Peters, 1992).

According to Eklund-Myrskog (1996), views are developed from people's experience or understanding of a given phenomenon. These are overall perceptions that individuals have of a phenomenon. In this case, the teaching of entrepreneurship education is the phenomenon in focus in this study. This study therefore, is significant because teachers are aware of the realities and challenges facing them in teaching entrepreneurship education in Rwanda. They may have knowledge about why graduates cannot employ themselves or turn challenges to opportunities. The teachers' inputs in this study add knowledge to the understanding and improving the quality of entrepreneurship education provided in private higher learning institutions of Rwanda.

## **1.7 Scope of the Study**

This part focuses on theoretical scope, content scope and time scope.

### **1.7.1 Theoretical Scope**

This part presents the theoretical framework which highlights teachers' perceptions and practices of entrepreneurship education. This includes two educational theories: experiential learning by Dewey, and socio-cultural theory of Vygotsky.

### **1.7.2 Content Scope**

The study concentrates on teachers' perceptions and practices about entrepreneurial education in private higher learning institutions in Rwanda; the study focuses also on challenges that private higher learning institutions of Rwanda face as they practice

entrepreneurship education; the content of this study focuses also on the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education.

### **1.7.3 Time Scope**

The timeframe of this study is based on the Rwanda vision 2020, as revised in 2012, which focuses on knowledge-based economy. Productive entrepreneurship must be fostered to perform its traditional role of creating wealth, employment and vital innovations through opportunities for profit. This is the right time for investigating the teacher's perceptions and practices on entrepreneurship education which is the engine for sustainable development.

### **1.7.4 Geographical Scope**

The study was conducted in 8 private Higher Learning Institutions members of Rwanda Association of Private Higher Learning Institutions (ORIPES) located in different provinces and district of Rwanda. Geographically scattered in the country (see figure 3.1 and Table 3.1).

## **1.8 Justification of the Study Area**

The choice of Rwanda for this study, was due to the fact that today Rwanda has its own development strategy, entitled "Vision 2020", which seeks to transform the country from a low-income agriculture-based economy to a knowledge-based, service-oriented economy with a middle-income country status by 2020.

The government of Rwanda has put more efforts in increasing access to education; therefore, if current trends continue, higher education enrollment may be doubled in

2030. However, high unemployment rates suggest that the existing formal education system is not preparing students to improve their livelihoods through work.

To address this issue, Rwanda is one of the African countries planning to reform their education framework to emphasize skills and entrepreneurship. These reforms may only improve student outcomes if teachers implement entrepreneurship education effectively. Blimpo & Pugatch (2019).

Yet, little evidence exists on how to effectively nationwide entrepreneurship education is implemented. It is in this perspective that Rwanda has been chosen for assessing whether teachers' perceptions, teaching practices, challenges faced by teachers as they teach entrepreneurship education and how they overcome them throughout learning process is taken into consideration. Especially, HLIs members of ORIPES were chosen as study, because these 8 HLIs are legally registered as NGOs and have particularity of promoting quality education without being profit oriented.

## **1.9 Structure of the Thesis**

This study is structured in the following manner. Chapter 1 presents the background of this study. This is followed by chapter 2, where theoretical framework and empirical literature are discussed.

Chapter 3 presents the methodology used to conduct the study, especially methodology of data collection and data analysis. This was followed by chapter 4 where collected data were analyzed and interpreted. Finally, Chapter 5 presents the summary, conclusion and recommendation.

### **1.10 Chapter Summary**

The aim of this chapter is to introduce the thesis focusing on its main theme which is teaching entrepreneur education. The chapter has sequentially discussed the development of the notion of entrepreneur education from various fields. The chapter has presented the background of the study, research problem ,research questions that guided the study. Lastly, the chapter presented the research scope and the significance of this research. Moreover, the chapter is important for giving the direction to chapter two which is concerned related literature with this study which is very vital for the identification of research gap.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the related literature for this study and is organized into three parts. The first part presents the definition of key terms. The second presents the theoretical framework which includes two theories: educational theories which are Experiential learning by Dewey, socio-cultural philosophy of Vygotsky. Part three presents the Context of the Study which includes educational reforms, teaching and learning system, education-work relationship and position of entrepreneurship education in Rwanda. Part four is the related literature based on the four objectives of this study, which are: perceptions about entrepreneurial education; practices of entrepreneurship education; challenges in teaching entrepreneurship education, and the strategies to minimize the challenges in practicing entrepreneurship education. Part five of this chapter is based on the conclusion by identifying an academic void which then frames the research purpose and questions.

#### **2.2 Definition of Key Terms**

##### **2.2.1 Entrepreneurship Education**

Since the emergence of a global movement that calls for a new model of learning for the twenty-first century, it has been argued that formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges. Literature on this topic offers compelling arguments for transforming pedagogy to better support acquisition of twenty-first century skills (UNESCO, 2015).

As it is indicated in the background of this study, entrepreneurial education has received a growing recognition in the field of education that it can contribute toward the creation of an enterprise culture but how teachers perceive it and teach to create such culture remains unclear (Volkman, 2004; Solomon, Duffy, & Tarabishy, 2002). Alberti, et al. (2004) defines entrepreneurship education as the structured formal conveyance of skills development and mental awareness important for developing growth-oriented ventures.

Brown (2000) defines entrepreneurship education in terms of characteristics that can be engendered to help students to develop new and innovative ideas. I stand on the shoulders of a Russian sociologist Lev Vygotsky, a Swiss psychologist Jean Piaget, and John Dewey and consider entrepreneurship education to be knowledge, skills and competences for negotiation in complex realities of the current social and economic contexts.

Enterprising management is an important ingredient, i.e. the ability to connect and implement entrepreneurial and innovative activity into organisational strategy, process and results. Public sector, corporate and social enterprises all demand entrepreneurial management capabilities such as project management, business planing, understanding of social, economic and cultural contex through field based course and laboratory based courses. (David, 2006). For these reasons, entrepreneurship is increasingly being recognised as an important area of management study and practice. Based on David (2006) definition, this study have used the teachers of entrepreneurship, project management, business planing, field based course and laboratory based course.

This study exploited and operationalize the meaning of entrepreneurship education given by UNESCO (2015) through the following argument: “entrepreneurship education should respond to the learners’ skills need such as critical thinking and the ability to communicate effectively, innovate, and solve problems through negotiation and collaboration. Pedagogy has seldom been adapted to address these challenges.”

### **2.2.2 Perceptions**

Perceptions are defined as individual’s or group’s unique way of viewing a phenomenon that involves the processing of stimuli and incorporates memories and experiences in the process of understanding (McDonald, 2011). It implies the way people apply five senses to interact with their environment. In this study perceptions of teachers on entrepreneurship education were assessed based on how they view entrepreneurship education in line with following traits namely respect of student background, teaching for problem solving skills, development of creative and innovative ideas, empower students to make necessary decisions, improvement of student self-confidence, acquisition of leadership and communication skills, develop networking skills and professional contacts, increasing of student engagement are used to define the entrepreneurship education.

### **2.2.3 Practices of Entrepreneurship Education**

According to Gibb (2005, 2011), the pedagogy applied to entrepreneurship education should be built on the active role of learners in the learning process, and thus, on non-traditional teaching methods. Information is created collaboratively, and failure is accepted as a part of the learning process. Methods for such purposes include, for example, cooperative learning, team learning, project work, learning by doing,



learning journals, drama pedagogy, practice enterprises, workplace guidance and enterprise visits.

According to Ramsey, Smith, Martin, and Gibb (2011), the pedagogy practiced to entrepreneurship education should be built on the active role of learners in the learning process, and thus, on non-traditional teaching methods. Information is created collaboratively, and failure is accepted as a part of the learning process. Methods for such purposes include, for example, cooperative learning, team learning, project work, learning by doing, and students self-motivation. They involve the application of knowledge to particular situation to make sure that a certain objective is achieved.

In this study practices refer to the methods and strategies used by teachers in classroom to enhance teaching and learning.

### **2.3 Context of the Study**

The Republic of Rwanda represents the context of this study. Higher learning institutions contribute to economic success and long-term development of the nation. This is done by producing qualified human capital that is able to adapt and generate knowledge to compete in the global knowledge-based economy. Such education may assist to realize Universal Sustainable Development Goals (USDGs) and this is a response to the call of higher learning institutions worldwide, to engage in entrepreneurship education for sustainable development.

Rwandan education philosophy, is to ensure that learners at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes. This may prepare them to be well integrated in society and exploit

employment opportunities. In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs (Rwanda Educational Board, 2015).

In 2007, the Ministry of Education delegated the National Curriculum Development Centre (NCDC) (presently the Rwanda Education Board – REB) to develop an entrepreneurship curriculum. Entrepreneurship education was subsequently incorporated into the one UN programme for Rwanda.

This study describes entrepreneurship education as an approach that prepares students to engage in and work toward solutions for the current world situation where ecological, social and economic problems are the order of the day. It takes entrepreneurship education as unique way of building a knowledge-based economy. Moreover, very little is known about the skills, competencies and attitudes necessary to embrace entrepreneurship. Different measures have been taken by the Ministry of Education in Rwanda to promote entrepreneurship education in higher learning institutions.

### **2.3.1 Educational Reforms**

The 1994 genocide of Tutsi eroded physical assets and, more importantly, human capital, leaving a depleted skilled population. In the midst of the devastating situation, education was among the government's public service priorities to be immediately re-established. Indeed, through a highly pragmatic approach, Rwanda's system of higher education has expanded and diversified rapidly during the 24 years post-genocide

period. Mbabazi (2013), The system's expansion has been fueled by a strong demand for higher education, which has been stimulated by the widespread scarcity (in the aftermath of the genocide) of qualified labor in all economic sectors. The substantial reforms and developments are hereby discussed under the themes of expansion and access to higher education, teaching and learning systems, and education-work relationshipsaid (Mbabazi, 2013).

In particular, there has been dramatic improvement in citizens' access to higher education. Before 1994, access to higher education was based on status and ethnicity. Higher education was a priority to children of the officials, especially government officials and the Hutu ethnic group, whereas the Tutsi and Twa ethnic groups were denied access to higher education. However, in 1994, policies changed and education became a right of every Rwandan citizen (Ministry of Education, 1998).

Higher education, once dominated by one university (National University of Rwanda), now encompasses 37 higher education institutions (two public and 35 private) (HEC, 2017). The implication has been an increase in higher education enrolment. The increased expansion of higher education could be attributed to the increased political influence through the declaration of education as every citizen's right and the new policy of free Nine-Year Basic Education (HEC, 2017). The result has been the continuously increased access of Rwandans to education at all levels and continuously increased inflow of students from high school to higher education. This figure shows the number of HLIs in Rwanda in 2015/16 and 2016/17 and students enrolled in those HLIs in public and private HLIs during that time.

### **2.3.2 Teaching and Learning System**

The higher education institutions in Rwanda are challenged to adjust their program structures, curricula, teaching and learning methods to adapt to a new range of demands, such as quality, to increase the employability of graduates (National Council for Higher Education, 2007). There have also been large reforms within the teaching and learning system. The major reforms were the adoption of the Bologna system and legalization of English as the language of instruction, which has strengthened the higher education in several respects.

Since 2008, the Bologna modular system has been implemented in the teaching and learning practices of all higher learning institutions including Rwanda. The rationale of adopting the Bologna system was to improve the quality of education by emphasizing a student-centered approach rather than the teacher-centered approach that had previously monopolized the teaching and learning system (National Council for Higher Education, 2007). The student-centered approach has been argued to increase students' active engagement in their learning processes and active participation in influencing their transformation or development.

Additionally, the rationale of adopting the Bologna system could be understood in terms of globalization and internationalization goals. Especially with the present national ambitions, such as increased promotion of regional and international partnership, it was considered imperative to reform Rwanda's education system to facilitate the citizens to maximally benefit from the international relations. In 2006, Rwanda joined the East African Community (Kenya, Uganda and Tanzania). According to Muhirwe (2012) the need to promote sub-regional credit transfer (to

promote student mobility) and East African Quality Assurance Framework could be linked with the adoption of the Bologna process. Thus, harmonization of the Rwandan education system with the regional system could partially explain the adoption of the Bologna system in Rwanda's education system.

The education system was previously characterized by the challenges of the limited transferability of students from one institution to another, failure to permit multiple entries and exits for students, and difficulties in program comparability with other institutions. By contrast, within the new system, all awards are credit based, with different levels of credit accumulation that award the students.

According to the national qualification framework (National Council for Higher Education, 2007), a student can be awarded a certificate of higher education with 120 credit points, a diploma in higher education with 240 credit points, an advanced diploma in education with 300 credit points, and a bachelor's degree with 360 credit points.

Another key change in the education system has been the adoption of English as the language of instruction. Particularly since 1994, the Rwanda community can be described as a multi-lingual society. The return of Rwandans to their home country from various countries resulted in an inflow of various language backgrounds into the country. Consequently, the official language of communication proved to be a substantial challenge to all systems. Until 2000, the following three languages were officially operating in the education system: Kinyarwanda (mother-tongue language), French and English (MINEDUC, 2010). In higher education, French and English were

the languages of instruction. Thus, all programs offered at higher education were carried out in parallel sessions of English and French. One could say that there were two universities (English and French) in one.

The institutions of learning were forced to hire visiting lecturers to meet the demand for Anglophone teachers and Francophone teachers from 1994 to 2007. However, this proved quite challenging financially. Therefore, since 2001, the higher education institutions were obliged to offer language training as a compulsory course in the first year of higher education and train students in both English and French. By 2007, the university student population was considered as bilingual and able to use both English and French in academic endeavors. English as the medium of instruction throughout the education system was adopted in 2008 and implemented in 2009. This led to a new configuration of roles and relations among the three languages. Kinyarwanda became the bedrock of initial literacy and learning, English as the new medium of instruction and French as an additional language (MINEDUC, 2010, p. 14).

The rationale of adopting English as the official language of communication in all sectors of economy might be attributed to Rwanda's increasing regional and international relations. There could be social, economic and political implications of these relations/integrations. For example, English is viewed as an important tool for trade and socio-economic development and as a gateway to the global knowledge economy (MINEDUC, 2010). According to Muhirwe (2012), the rationale of adopting the new English policy in Rwanda can be illustrated by the language's status, function and role in the context of globalization and internationalization, as English has become a global academic lingua franca.

### **2.3.3 The Education-Work Relationship**

A tracer study of graduates from higher learning Institutes and employers' satisfaction of graduates' competencies (HEC, 2015) conducted to assess graduates' competences, relevancy of higher education, and employers' satisfaction with graduates, found that HEIs had inadequate facilities, lacked research capacity and had weak links with industry or to internships. Whilst 80% of employers were satisfied with university graduates' skills, issues were raised regarding levels of practical skills, language proficiency (in English and/or French) and general knowledge.

HEC has undertaken a survey to assess the quality of provision by Rwanda's HEIs. The *Report of the Ranking of HEIs in Rwanda* (HEC, 2016) assessed and ranked all 28 public and private HEIs against four broad criteria: infrastructure, faculty and research, curriculum and service delivery and industry interface. Each was awarded a composite score out of 1,000. UR was ranked the highest (scoring 592), with the lowest HEI scoring 171. The average score across all 28 HEIs was 343.

Entrepreneurial education has received a growing recognition in the field of education that it can contribute toward the creation of an enterprise culture but how teachers perceive it and teach to create such culture remains unclear (Volkman, 2004; Solomon, Duffy, and Tarabishy (2002). Further, the literature is silent on the characters of learners more prone to become entrepreneurs and the larger context to support graduate entrepreneurs (Hartung & Taber, 2008).

### **2.3.4 The Position of Entrepreneurship Education in Rwanda**

Realizing the importance of entrepreneurship development in the country, The Ministry of National Education in Rwanda requires academic programs in institutions

of higher learning (IHL) to have entrepreneurship education in order to produce graduates who have acquired entrepreneurial skills. This new direction by the Ministry of Education in Rwanda sets the path for the review and revision of all the educational programmes to develop entrepreneurial talents among its graduates.

With an economic growth rate of three percent per annum, it does not seem that this problem will be solved in the near future. Based on this information, it would seem that little or no job opportunities will be available in the near future for the unemployed, school leavers, and tertiary educated leavers. A logical approach to solve this would be to follow the direction envisaged in the NDP, to encourage job creation.

Although many higher learning institutions in Rwanda are currently in the process of revising their curricula to provide appropriate training programmes to meet the demand of fostering the Small, Medium, and Micro Enterprises (SMME), teachers have not been consulted to provide their views on how entrepreneurship education should be taught or what approach should be taken to teach entrepreneurship education.

The current enterprise density of Rwanda is below two percent, this is relatively low compared to other countries in the east African Community (EAC), such as Tanzania (2%), Kenya (3.3%), and Uganda (4.1%) (Ntsika, 1997). Appropriate teaching of entrepreneurial education reflects scope for new venture creation in Rwanda. This gives rise to an opportunity to develop and introduce courses in entrepreneurship in higher learning institutions and using appropriate teaching methods.



## **2.4 Theoretical Framework**

This part presents the theoretical framework which highlights teacher perceptions and practices of entrepreneurship education. This includes two educational theories: experiential learning by Dewey, and socio-cultural theory of Vygotsky. The first theory was developed by John Dewey (1859 - 1952) who has made, arguably, the most significant contribution to the development of educational thinking in the twentieth century. Dewey's philosophy is concerned with human learning, reflection, experience, and interest. According to him, these are necessary to bring about quality education.

John Dewey's theory lays in a number of areas in teaching entrepreneur education. First, his belief that education must engage with and enlarge learners' experience and reflection of that experience before interaction with the environments provides a framework for teaching from the learners' experience and stretch them to reflect and make sense of what is available in their environment practice. And second, his passion for democratic values in education so that all learners may share their knowledge to transform their social and physical environment. In the context of Rwanda, Dewey's theory holds water especially among the youths who must collaborate in entrepreneur ventures.

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teaching from the learners' experience and stretch them to reflect and make sense of what is available in their environment practice. And second, his passion for democratic values in education so that all learners may share their knowledge to transform their social and physical environment. In the context of Rwanda, Dewey's theory holds water especially among the youths who must collaborate in entrepreneurship ventures. To understand Dewey's theory in relation to teaching entrepreneurship education in Rwanda, one must look for ways the teachers teach, using collaborative, reflective and democratic strategies and project-based approach.

The second theory is socio-cultural theory developed by Lev Vygotsky (1896-1934) during the early part of the twentieth century. Unlike John Dewey, who considers learners' experience as central, Vygotsky considered social and cultural environment in which the learner resides as the source of human cognition.

Vygotsky considered system (social and cultural) as important contexts in the development of signs and symbols necessary for humans to learn and transform their environment and he focused on the challenges faced by learners throughout their learning process and coping strategies.

Vygotsky's theory also can contribute to an understanding teaching entrepreneurship education. His consideration of social and cultural environment and the development of signs and symbols as key to learning helps in the understanding that the teaching of entrepreneurship education must consider the social and cultural environment of the students, including the level of technology and work ethics. From his point of view, teachers must align entrepreneur content with what is available in the local environment, including resources and culture.

His insistence on culture, Vygotsky had a view that culture of individuals has a lot of influence of one's values includes work values and ethics and thus the level of entrepreneurship (Hayton et al., 2002). On this, Vygotsky agrees with John Dewey that the manner in which the young people are educated from an early age and the transferable skills that people develop during their higher education play a significant role in their inclination to entrepreneurship (Gibb & Nelson, 1996). Thus, a teacher should acknowledge the students' experiences when they make choice of entrepreneur ventures.

Vygotsky used a system, which is known as cooperative learning, to encourage cooperation and team work spirit within each learning group. Vygotsky believe that in any task, the members had to successfully help and empower their fellow group members understand and succeed at the task.

These two theories give a perspective on how entrepreneurship education ought to be taught in order to get expected outcomes. That is why these theories were adopted to guide the study in checking the way teachers perceive and practice entrepreneurship education in Rwanda.

## **2.5 Empirical Literature**

Based on research problem and research theories, this part of empirical literature review is focusing on the findings of other researchers in relation to teachers' perception on entrepreneurship education, practices of entrepreneurship education, challenges faced by entrepreneurship teachers and how they overcome from those challenges.

### **2.5.1 Perceptions of Entrepreneurship Education**

Zenner, Kothandaraman,, and Pilz, (2017) studied how and to what extent entrepreneurship education was conceived and implemented in vocational schools in and around Bangalore. They used semi-standardised questionnaire to solicit information from teachers and employers in Bangalore, India. Zenner, et al. (2017) found that the understanding of the concept of entrepreneurship education was influenced by the way in which skills were developed through teaching (Fullan & Pomfret, 1977). Zenner, et al. (2017) suggested that there was a need to make entrepreneurship education better aligned with VET in India. They further suggested that there was a need to judiciously balance the distinctive strengths and weaknesses of the VET and entrepreneurship education and deliver an integrated and context specific learning incorporating the practical and transferable skills.

Deveci (2016) studied the level of understanding and the perceptions of pre-service science teachers on the concepts of entrepreneurship and entrepreneurial characteristics. The study was designed as a qualitative study and a phenomenological research. A total of 12 preservice science teachers from grades 5 to 8 participated in the study. Semi structured interviews were used to collect data, which were evaluated through both descriptive and content analysis. Deveci (2016), found that all the 12 pre-service science teachers had limited and inadequate understanding of the concept of entrepreneurship. He suggested that there was a need to develop educational content that can expose pre-service science teachers to key concepts of entrepreneur education to enable the develop skills in identifying entrepreneur ventures in science teacher training.

Bacanak (2013) used phonomyography method to examine the perception of science and technology teachers on their perceptions about the effect's science and technology courses on students' entrepreneurship skills in the province of Amasya. He used semi-structured interview to collect data.

Bacanak found that although teachers had a common vision about student-centered teaching methods and techniques, they did not have enough knowledge about entrepreneurship concept, and thus, had different understanding of the effect's science and technology courses on students' entrepreneurial skills. Ahmed recommended that teachers need to undergo entrepreneurship education course so as to help their students become entrepreneurs.

Hileman et al (2005) examined the views of pre-service agriculture teachers about their students. They used phenomenological case study to study classroom culture. Hileman et al (2005) found that past experiences in education and epistemological beliefs of teaching and learning played a major part in the teachers' perceptions of their students and the methods of instruction that they used. They further found that teachers who had strongly held beliefs shaped by youth experiences in teacher-directed instruction were unwilling to alter or change their methods of teaching to encompass learner-centered teaching methods. They suggested that teacher educators should tailor instruction and encourage pre-service teachers to bring their beliefs about teaching and learning to a conscious level of understanding and how it shapes their thinking about teaching and learning. The teacher perception of entrepreneurship education is reviewed through the following themes: respect of student educational background, teaching for problem solving skills development of creative and

innovative ideas, empower students to make necessary decisions, improvement of student self-confidence, developing leadership and communication skills, develop networking skills and professional contacts, respect of students background, student empowerment, facilitating student self-learning and group work.

Respect for students' background is among the concepts that many people perceive as important when teaching entrepreneurial education. According to Richa (2017), respect to students' background such as demographic, social and personal disposition are important because they are strong factors on determining the entrepreneurial inclination. In his study on Indian university students, Richa examined the role of gender, age, stream of study, family business background and six psychological traits of locus of control, tolerance for ambiguity, propensity to take risk, self-confidence and innovation in differentiating entrepreneurs from non-entrepreneurs he found that the traits of locus of control, tolerance for ambiguity, self-confidence and innovativeness were significant in differentiating entrepreneurs from non-entrepreneurs. Furthermore, Richa found that family background and school had strong influence on entrepreneurial inclination.

Likewise, a study by Laura, Isla, and Geoff, (2015) on students who had completed their background and career intentions in several UK universities completed explored their intentions and subsequent actions since graduating whether they were likely to be entrepreneurial or whether they considered that their entrepreneurship education experience was valuable. These researchers found that career experiences and outcomes were highly idiosyncratic and did not correspond closely to original

intentions, regardless of original ambitions. Laura *et al.*, suggested that career destinations were complex in a dynamic graduate employment context, and that entrepreneurship education had a contribution to make for graduates, irrespective of whether or not they become entrepreneurs.

The main characteristic of an entrepreneurship education is the considerations given to individual backgrounds, learners' experiences, perspectives, interests, capacities and needs (Harkema & Schout, 2008). Within this learning process, teachers mainly focus upon what students should learn and emphasize why (Bransford. *et al.*, 2006). Teachers consider the existing knowledge of students (Bransford. *et al.*, 2006; Protheroe, 2007), provide different opportunities for students to learn, often change teaching methods, help students who have difficulties and consider their background. Teachers discuss with students' which study activities lead to good results, expose students to looking for alternatives and trying to find their own solutions.

Keat, Selvarajah, and Meyer (2011) investigated the inclination towards entrepreneurship among university students in the northern region of the Peninsular Malaysia. Specifically, it aims to examine the relationship between entrepreneurship education and inclination towards entrepreneurship. The influence of demographic characteristics and family business background on university students' inclination towards entrepreneurship is also being examined. An empirical test carried out on the data gathered from questionnaires demonstrates that two entrepreneurship education variables are found to have statistically significant relationship on the inclination towards entrepreneurship. At the meantime, two demographic variables and a family

business background variable have an effect on university students' inclination towards entrepreneurship. Finally, based on the findings, the implications of the study have been forwarded.

Similarly, Wang, and Wong (2004) examined the level and determinants of interest in entrepreneurship among university undergraduate students in Singapore based on a large sample survey conducted in 1998. Although there have been past studies looking at entrepreneurial interest of students, this study is one of the first comprehensive studies of the attitudes of undergraduates toward entrepreneurship in Asia. While the study finds a high level of interest, inadequate business knowledge and perceived risk are found to be significant deterrents. Moreover, three background factors gender, family experience with business and educational level are found to affect entrepreneurial interests, but not family income status, ethnicity and citizenship. Of the significant factors identified, that pertaining to inadequate business knowledge has direct policy implications for university administrators, as it strongly suggests the need to provide students in engineering and science with educational programs that impart business knowledge. Furthermore, the government can also contribute by promoting more awareness of successful entrepreneurial role models, removing bureaucratic impediments to start-ups, and attenuating the social stigma of failure.

Correspondingly, with Hui and Min (2017) he found that Based on the survey of "undergraduate family and educational background and freshman learning experience," a statistical analysis of Guangzhou University first-year undergraduate students' family backgrounds and participation in student organizational activities



found a significant correlation between family background and the degree of student participation in such activities. A preliminary discussion of the findings is presented on the basis of cultural reproduction theory.

Also, Galliot, Graham, and Sweller (2015) in their study on “who struggles most in making a career choice and why? Findings from a cross-sectional survey of Australian high-school students” This study reports findings from an empirical study examining the influence of student background and educational experiences on the entrepreneurship. Secondary school students attending Years 9-12 (N = 706) in New South Wales, Australia, were invited to participate in an online survey that sought to examine factors influencing their readiness to entrepreneurship. The survey included questions relating to student demographics, parental occupation, attitudes to school and to learning, career aspirations, and students' knowledge of the further education or skills required to achieve their desired goal. We found no significant differences in the proportions of students who were 'uncertain' of their future entrepreneurial aspirations with respect to their individual background, such as age and gender. There were, however, significant differences in relation to students' family background, and their perceptions associated with their own academic abilities and self-efficacy.

This shows the importance of school environment which can sometimes make some changes to the family background of a learner.

For the next trait of entrepreneurship education which is Problem solving skills among students in private higher learning institutions of Rwanda, many studies have been conducted like.

Shalini, Dorothy, and Norlidah (2017) have found that problem solving is the highest level of cognitive skill. However, this skill seems to be lacking among university students. Teachers' beliefs influence the instructional strategies used for students' learning. Hence, it is important to understand teachers' beliefs so as to improve the processes for teaching problem solving. The purpose of this study is to investigate beliefs of university teachers in rural universities on problem solving in teaching. The findings indicate that rural university teachers are aware of the usefulness of problem solving but still emphasize memorization of facts and concepts for learning. These might be because they are unaware of how to teach problem solving. Hence, further research is required in developing instructional strategies for teaching problem solving skills among rural universities teachers.

Development of innovative and creative ideas which is the characteristic of entrepreneurship education, some literature has indicated that diverse researchers have addressed the issues related to pedagogy for entrepreneurship education as way of equipping students with innovative and creative skills among students in higher learning institutions.

Thapanee (2017), in his study he focused on the instructional strategies that support creation of creative and innovative education. The sample for this study consisted of 11 experts in the field of instructional strategies that support innovation of education. Among them, five were specialists in design and development of teaching and learning, three were in technology and innovational education, and the other three were in the design and development of innovative teaching. Research instruments used in this study were three sets of interview questions designed for those specialists

in their own expertise. Collected data was analyzed and categorized into key issues and themes based on literature. The results were presented through the form of descriptive analysis. The findings revealed that instructional strategies which support the creation of creative and innovative education should focus on system approach. The instructional strategies usually based on design-based learning, problem solving, creative problem solving, creative thinking, research-based learning, problem-based learning, project-based learning, science, or innovative teaching process could lead to innovative education creatively.

Teaching that involves practicalities should also be focused. These instructional strategies have common elements and processes: problems in the beginning, solutions findings, testing, and evaluation. Also, using a variety of stimulating ideas to find possible solutions to the problems facilitates brainstorming and helps learners think about new ideas and inculcate in him entrepreneurial skills. Results also showed that instructional strategies using questions, classroom discussion, self-directed study, inductive and deductive thinking, media or social media make students engage students in learning activities and create innovation in learning. This one of the very important components of entrepreneurship.

Likewise, Linkhauer (2016), also in his qualitative case study focused on the perception of Creative Arts (CA) students on creativity and innovation stimulators and barriers in higher learning situations. The problem identified as the scope of this study, was that undergraduate student experiences that delve into soft-skills such as creativity are negatively received, and, as the student prepares for career readiness and employment, skills in these areas are significant for future employment opportunities.

Results from this study indicate the adult creative arts learner has a desire to understand the relationship between creative course activities and real-world practice in their discipline. Linkhauer continue and say that innovation and creativity are not always inspired in students by course curriculums or instructors. Student responses indicated that successful creativity and innovation occurred when the presence of "fun", "freedom", and "flexibility" from the requirement contents, instructor influence, and student approach were present. These results present a reflected experience level from the students based on their level of progress in their program, as opposed to their age and real-life experiences which is reflected as crucial element of entrepreneurship.

Azeez (2016) in his study he found that, experimental study employees, no doubt, are the main force in organizations, and their innovative behaviors are vital for outcome efficacy. Innovative organizations, therefore, need creative employees who generate new ideas for product or process of innovation. This study investigated the effect of six thinking hats creativity technique on innovative competence of social worker. A pretest-post-test quasi-experimental design was adopted for the study. Forty-eight (48) participants chosen among social workers in two randomly selected Non-Governmental Organizations participated in the study.

Data were collected using Innovative Competence Scale. Analysis of variance was employed for data analysis with significant level fixed at 0.05. Findings from the study revealed that the treatment significantly affect participants' innovative competence. Based on the results, the study recommended that creativity be integrated into the training programmes for personnel in the workplace and entrepreneurs. Another trait of entrepreneurship reviewed in this study, was the acquisition of

leadership and communication skills which is one of the very important learning outcome of entrepreneurship education. A significant number of scholars have been interested with this important skill for entrepreneurship education graduates.

Chilvers (2018) pointed out that developing university graduates' employability is of increasing strategic institutional focus in the UK. Existing research evidences the role of Peer Assisted Study Sessions (PASS) in supporting students to develop personal, professional and employability skills. This research explores the impact of the PASS Leader role on graduates' job application experiences, their employability and effectiveness in their current roles. PASS Leader graduate survey (n=62) and interview (n=12) findings demonstrated participants referred to their PASS Leader Role significantly on their CVs, application forms and in job interviews.

Respondents said that PASS Leadership, aided by reflection, enabled them to clearly evidence their development of employability skills, which they perceived as enabling them to stand out from other job candidates. Interview participants explained their PASS Leadership informed their development of a range of employability skills and attributes, including communication, confidence, teamwork, facilitation and leadership. PASS Leadership was regarded as addressing gaps in their course curriculum for developing skills they perceived as important for their current roles, highlighting the value of co and extra-curricular programmes, such as PASS.

Minei (2016) in her/his paper focuses on the parameters of a semester-long project called the "Do Good" project, geared towards developing small group communication skills in undergraduate students. This project highlights participation in a social

engagement project that allows students to bridge concepts learned in small group communication lectures (e.g., team dynamics, project management, conflict resolution, decision making, leadership) with community outreach. Included are an overview of the project, and examples for how each component both challenges students' ability to communicate in groups and provides motivation that foster students' ability to link in-class knowledge with practical, real world application. This was a good way of inculcating entrepreneurship skills among students.

Entrepreneurship education has been seen as the way of improving students self-confidence. As the entrepreneurship education provide student with ability to be self-reliante, as the student get happy with himself which improves student self confidence to improve his/her personal growth. Sugeng and Suryani (2018) conducted a study with the purpose of identifying an effective learning strategy for students to engage authentically in their learning process. This study also aims to introduce an innovative active learning approach. This is intended to enhance students' involvement and to strengthen self-confidence throughout their learning in the course of Financial Management. As suggested in the literature review, the approach involves the adoption of structured and accountable presentation-based learning activities which give to students the ability to be an entrepreneur.

This was also pointed out by Anwar (2016) in his study, he has analyzed the use of panel discussion towards the development of students' self confidence in learning the content subject of qualitative research concept. The study uses mix-method in which questionnaire and interview are conducted at the class of qualitative research of the sixth semester consisting twenty students especially after the implementation of a

lesson study project. The results show that panel discussion has potential impacts on the students' self-confidence in learning the content subject of qualitative research concept. It is also found out that the appropriate teaching procedures of the panel discussion are as follows; (1) let the students recognize learning exposures naturally by themselves (like reading research journals); (2) ask them to share, present, and discuss in a small group (in a limited number of students) to practice having mutual interaction among friends; (3) if the individuals have equipped themselves with the clear ideas of the small group, let them share in a big panel discussion. Hence, the individual self-confidence is naturally formed by the frequency of interaction among friends by sharing, discussions, and presentations.

Kalas and Raisinghani (2019) has reported that confidence and related constructs such as self-efficacy has been previously identified as important to college student persistence and performance (Cox, 2009; Wood & Turner, 2011), but existing research gives little indication of how confidence is shaped by students' day-to-day interactions in class and on campus. Using data from nearly 100 interviews of community college students attending three colleges, this paper examines students' descriptions of their confidence upon entering college and the shifts in confidence they experienced in their first few semesters. Findings reveal that student confidence is continually shifting as a result of interactions with peers, faculty, and others. The analysis demonstrates how academic confidence can impact student motivation, commitment to academic pursuits, and behaviors associated with success.

This paper identifies the nature of experiences that positively reinforce student confidence, events that we term experiences of earned success. We use these data to

identify a set of approaches that instructors and other post-secondary educational professionals can employ to positively influence student confidence and improve student success.

### **2.5.2 Practices of Entrepreneur Education**

Ruskovaara and Pihkala (2015) did a study to analyze the practices of entrepreneurship education in schools and what role the school and the teacher were playing in determining the entrepreneurship education practices. The survey focuses on what the teacher does or does not do when he or she is delivering entrepreneurship education. Descriptive design was adopted to describe teacher characteristics and entrepreneurship education practices. Ruskovaara and Pihkala found that teachers did not practice entrepreneur education because they had no training in this field.

They concluded that the training that the teachers received had a lot to do with how they practiced entrepreneur education. They suggested that more studies should be done in education for teachers to be more conversant with this emerging field. Munawaroh (2017) assessed the effect of teacher's ability to practice the method of Authentic Problem Based Learning (APBL), popularly advocated in the teaching of entrepreneur education. Munawaroh found that teacher 's ability in practicing the method of APBL significantly influenced the development of student's entrepreneurship spirit with coefficient as big as 0.366.

Student 's attitude influenced to the development of entrepreneurship spirit, with the coefficient as big as 0.179. R2 as big as 0.208. This implies that the development of student's entrepreneurship spirit was very much influenced by teacher's ability in



practicing the method of APBL and student's attitude as big as 20.8% whereas the rest was influenced by another variable which was not entered in this research. Munawaroh suggested that teacher of craft and entrepreneurship had better as business conductors, so that they had the abilities in theory and practice and they were able to combine both of them. The orientation learning of craft and entrepreneurial subjects co need to be exposed to entrepreneur theory and practice (learning by doing), so as to help them develop entrepreneur spirit.

Nian, Bakar and Islam (2014) investigated the practice of entrepreneurship education in University Malaysia Perlis and perception of students on entrepreneurship education. Primary data revealed positive students' perceptions toward entrepreneurship education. Further Nian found that the performance of entrepreneurship education in University Malaysia Perlis was favorable and recognized by students. The results also show that students preferred teaching method and assessment methods. Nian suggested that more studies need to be done to suggest improvement in entrepreneurship education curricula and practices.

Aladağ (2017) assessed the views of class teachers on the strategies they use to inculcate entrepreneurship abilities. He adopted phenomenology research approach and interviewed eight classroom teachers working in primary schools in Aydın. The data of the study were collected using a semi-structured interview technique. Content analysis method was used in the analysis of the data. Aladağ found that the views of class teachers on the strategies to develop entrepreneur skills and abilities differed. Some had a view that the use of drama method was the best strategy.

### **2.5.3 Challenges in Teaching Entrepreneurship Education**

Fulgence (2015) assessed the status of entrepreneurship courses offered in education schools. A survey was circulated to the management of all education schools in Tanzania, respective entrepreneurship educators and graduates from these schools. Random sampling was used to select teachers who had graduated from education schools. Fulgence found that although all education schools had an entrepreneurship module in the development studies course, which was mandatory for all students in first year, teaching entrepreneur education had a lot of challenges including. The use of traditional teaching and assessment techniques, the lack of books on entrepreneurship and the large number of students in one classroom. Fulgence recommends that the management of all education schools should be made aware of the need to provide courses in entrepreneurship, to integrate experiential learning and innovative techniques in the teaching and assessment processes and to involve students in extra-curriculum activities.

Okoro (2015) investigated Lecturers' Perception of Constraints f0acing the teaching of Entrepreneurship Education in Colleges of Education in South Nigeria. A research question was raised and three hypotheses were formulated for the study. A descriptive survey design was used for the study. The researcher used a questionnaire which had 24 items. Okoro (2015) found that there was ineffective monitoring, ineffective evaluation, insufficient time, poor welfare package and inadequate teaching facilities. He recommended that adequate teaching facilities should be provided by the school authorities to enhance quality teaching of entrepreneurship education. Adequate teachers should also be employed by school authorities.

Naegels, Mori, and D’Espallier (2018), examined the main factors that impede the teaching of entrepreneur education in Colombia. He used sources of descriptive information from previous studies on the transition from academia to industry, which were elaborated by recent students and graduates’ students in Colombia. His synthesis of information showed that the main obstacles of entrepreneurship are framed in collective and cultural thinking, or academic training and general changes in society that is in constant transition leading economic development for the quality of life of society.

In his study on the strategies and tools for effective teaching of Entrepreneurship Development Education to students of Polytechnics in Delta State, Robert (2015), found that the implementation of EDE curriculum did not promote the acquisition and practical application of entrepreneurial skills because the curriculum was focused on theories of entrepreneur education. He recommended that teachers should be equipped in methodology and in content for effective service delivery.

Garomssa (2016) study assessed the state of entrepreneurialism in a public university in Ethiopia (i.e., Addis Ababa University) using Clark ‘s seminal work on entrepreneurial university (Clark, 1998), as analytical framework. The study adopted a qualitative case study design. Data was collected through one to one interview, focus group discussion, documents analysis and site visit. A total of 44 participants including ministers, city mayor, vice presidents; Directors, deans, department heads, academic staff and students took part in the study. The data was analyzed thematically using directed content analysis. Garomssa found that the university had a weak self-steering capacity and infant entrepreneurial culture. Moreover, Garomssa found that

the university had excessive procedures; low compensation; lack of real 'space for bottom up initiatives; lack of incentive, lack of financial and technical support for innovative ideas; poor financial recording and management system, which acted as impediments in the teaching of entrepreneur education in public universities.

In Rwanda, curriculum developers place a great emphasis on regulations, while it focuses less on other key issues related to entrepreneurship, such as creativity the distribution of time spent on these two issues is different from that found in entrepreneurship pedagogy. Curriculum developers have also made efforts to include innovative practical activities in the entrepreneurship syllabus. These practical activities are intended to develop entrepreneurial capacities, such as creativity, innovative, and independent problem-solving. Yet in a few different ways, it has been difficult for teachers to achieve that practical vision within the classroom (Catherine, 2016).

Challenges among graduates in higher learning institutions has also been voiced in India. Studies by Rao, Joshi, Mathur, and Sahoo, (2014) and the Schiantarelli & Sembenelli (2008) suggest that most graduates completing higher education in India find it very difficult to make the transition to the labor market, and many face unemployment despite their qualifications. In India, many studies show that only a minority actively seek self-employment as an alternative means of earning their living (Schiantarelli & Sembenelli, 2008). A study by Pradhan and Jena (2016) found that employers find that many graduates are inadequately prepared to run a business because they have not been trained as multi-skilled workers and lack exposure to the commercial skills that are required to perform as business persons.

Fatoki and Chindoga (2012) in their study investigated the perceived triggers and barriers to latent entrepreneurship amongst high school students in South Africa. The results indicated that youth latent entrepreneurship is low in South Africa. The results also indicated that high school students perceived a combination of push and pull factors such as extrinsic rewards, market opportunities and independence/autonomy as triggers of latent entrepreneurship.

Likewise, in Tanzania, Amani (2017) argued that numerous employment barriers Tanzania graduates face are: the choice of field of study, job–skills mismatch, ineffective career guidance, lack of confidence and poor communication skills, ineffective labor market information system (LMIS) and gaps in the employment policy. Furthermore, the study argues that addressing these barriers requires deliberate efforts to inform prospective graduates about various occupation options through career guidance. there is a need to review university training curricula in order to incorporate key generic skills like communication and entrepreneurship. This will steer graduates towards self-employment amidst an almost saturated formal labor market.

In Nigeria, many studies have been conducted among them, Aladekomo (2004) discusses the need in Nigeria to link Education with enterprise and self-employment through an integrated national policy. This would serve as a panacea for solving the massive unemployment problem, diminish rural poverty and empower a larger percentage of the citizens economically. A lot of government and institutional support has therefore been directed to this sector in terms of credit facility, entrepreneurship development etc. What remains to be done is to link educational policy with

industrialization and employment policies through formal education intervention in entrepreneurship development.

#### **2.4.4 Strategies to Minimize the Challenges in Practicing Entrepreneurship Education**

Sparre and Færgemann (2016) investigated the challenge that entrepreneurial learning posed and how to develop entrepreneurial education that meets those challenges, they found that many challenges emanated from lack of taking the student's personal needs as well as lack of learning culture at school. They suggested that adding a design approach to entrepreneurship education and taking the student's personal and inner focus into account would minimize the challenges in practicing entrepreneurship education.

Onuma (2016) examined the students' preparation in job creation through entrepreneurship education and the problems of unemployment among Nigerian university graduates in the face of global economic crisis. He found that there was persistent problem of unemployment among University graduates. He suggested that urgent emphasis should be placed on well-structured entrepreneurship education and the curricular for senior secondary and tertiary education should be reviewed to incorporate entrepreneurship education.

## **2.6 Knowledge Gap**

The review of the literature has shown that most studies conducted on entrepreneurship education have mainly focused on the understanding and application of the concept of entrepreneurship education and the learning processes and learning

environment among secondary and vocational training students, focusing on their individual backgrounds, learners' experiences, perspectives, interests, capacities and needs (Zenner et al., 2017; Harkema and Schout, 2008; Bransford. et al., 2006; Protheroe, 2007; Denny, 2011); Poh, 2004; Hui & Min, 2017; Galliot *et al.*, 2015; Minei, 2016; Sugeng & Suryani, 2018, Anwar, 2016; Kalas & Raisinghani, 2019; Onuma, 2016; Laura *et al.*, 2015).

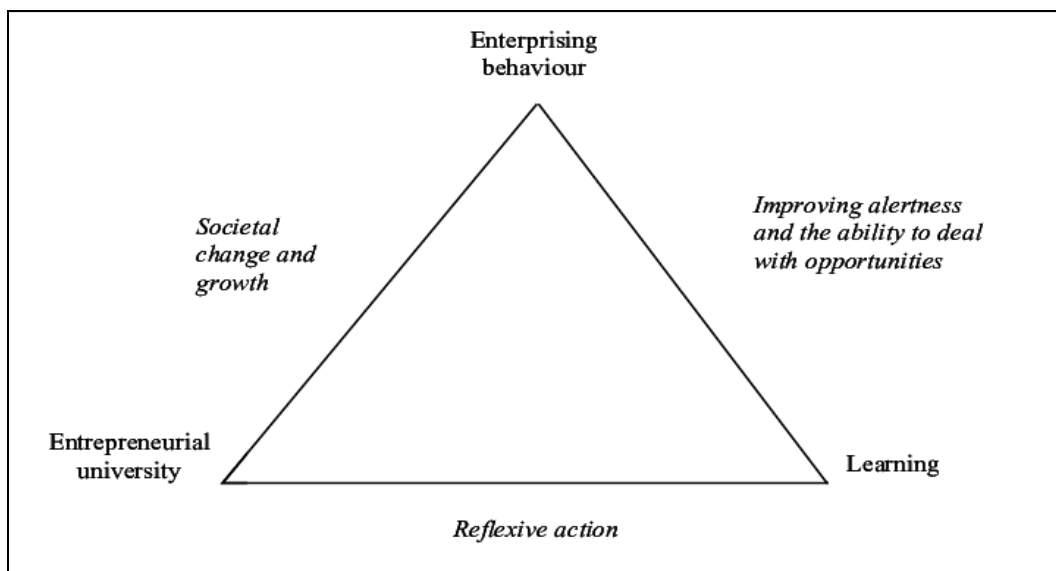
Also some studies have focused on perceptions of science and technology teachers (Bacanak, 2013; Deveci, 2016; Hileman et al., 2005; Linkhauer, 2016). Moreover, some scholars have studied teachers' beliefs, perceptions and ability (Shalin *et al.*, 2017; Naegels et al., 2018; Okoro, 2015) and instructional strategies used by teachers (Seechaliao, 2017; Chilvers, 2018; Aladağ, 2017; Fulgence, 2015; Ruskovaara & Pihkala, 2015; Munawaroh, 2017). Catherine (2016) is one of the leading authors who have written on entrepreneurship education in Rwanda and she focused on curriculum, classroom and life after graduation. She observed that teachers have difficulties in implementing practical activities intended to develop entrepreneurial capacities, such as creativity, innovative, and independent problem-solving.

Therefore, problems linked to teachers' perceptions and practices of entrepreneurship education in higher learning institutions in the context of Africa and Rwanda in particular are not yet well understood. This is the gap that this study intends to bridge, based on Dewey experiential learning and Vygotsky's social cultural theories.

## **2.7 Conceptual Framework**

The aim of this sub-section is to develop a conceptual framework which will shade light on the approaches that universities use to implement entrepreneurship education.

The central concept of this framework is based on the framework for developing entrepreneurship education in a university context, designed by (Blenker et al, 2008) (see Figure 2.1). The framework comprises of three components namely, the entrepreneurial university, (which focuses on setting entrepreneurial education environment), Learning (the process of acquiring entrepreneurship knowledge and skills), Enterprising behavior (which reflects the students learning outcomes).



Source: Adopted from (Per, Helle, John & Poul, 2008).

The question of bringing about societal change and growth is traditionally seen as an industrial or regional policy problem, where the universities have only little to offer. The role of the universities has been limited to creating science parks and incubator milieus in order to create university derivatives. The question is, however, whether society gains sufficiently from such a narrow policy. From a societal point of view, an entrepreneurial university focuses on the creation of a broader form of enterprising behavior among its actors has more impact on society. A broader focus on both



learning and enterprising behavior is, however, necessary if the aim is to improve preparedness and the ability to deal with opportunities among students; teachers are central actors in the university environment. In this process, the university teachers are responsible for developing the university's course portfolio must carefully reflect on how the target group and the purpose of teaching influence the content of the entrepreneurial education. We see this as a question of deciding on central didactic questions for each entrepreneurship course offered at a university. The traditional university has been distributing knowledge based on a teaching approach. For the entrepreneurial university, the aim is to integrate knowledge of opportunities in a continuous learning process in order to create *reflexive action*. This calls for experiments with the pedagogical approach with respect to both courses, as well as other study activities at the university and its context.

Conclusively, this conceptual framework implies that entrepreneurial university should base on teachers' perceptions which lead to proper teaching practices and produce productive enterprising behavior to minimize employment rate among private higher learning institutions graduates as reflected in problem statement and research objectives.

## **2.8 Summary**

This chapter has presented the review of the literature. It has presented the theoretical framework whereby experiential learning theory by Dewey and socio-cultural philosophy of Vygotsky have been explained. It also presented the empirical literature based on the four objectives of this study, that is to say, perceptions about

entrepreneurial education; practices of entrepreneurship education; challenges in teaching entrepreneurship education, and the strategies to minimize the challenges in practicing entrepreneurship education. It also presented the gap in the literature and the conceptual framework, which the methodology will be based on in the next chapter.

## **CHAPTER THREE**

### **METHODOLOGY AND PROCEDURES**

#### **3.1 Introduction**

This chapter is concerned with the methodology of this study. It presents the research design, research site, the population and sampling techniques, as well as research instruments, data collection methods, data analysis plan and presentation. The chapter also presents the ethical consideration, validity and reliability issues.

#### **3.2 Research Paradigm**

This study employed realism, as a philosophical paradigm, which has the elements of both positivism and constructivism (Healy & Perry, 2000). Realism was chosen because it acknowledges both positivism and interpretivism as valid research approaches in understanding reality (Healy & Perry, 2000). Thus, the data obtained in this study connects the objective reality with the researcher's worldview and those of research participants (Guba & Lincoln, 1994).

#### **3.3 Research Approach**

This study employed a mixed research approach. According to Creswell (2012), a mixed approach is a procedure for collecting and analyzing data by mixing both quantitative and qualitative methods in a single study or series of studies in order to understand a research problem. Although quantitative and qualitative approaches represent two distinctly different approaches to understand the world, researchers have argued for a principled mixture of the two approaches within the study.

Quantitative and qualitative research approaches can play complementary and supplementary roles, rather than contradictory or antagonistic roles in research. Thus, quantitative research and qualitative research approaches were combined for the purposes of triangulation and complementarity. The quantitative research approach was used to collect numerical information about demographical data, perceptions of teachers on entrepreneurship education, teaching practices of entrepreneurship education, challenges faced by teachers when they are teaching entrepreneurship contents, and strategies used by teachers for overcoming those challenges.

On the other hand, the qualitative approach was used to collect detailed information for complementing quantitative data; on how entrepreneurship education is practiced. Qualitative approach was also used because the study requires a detailed analysis of documents related to entrepreneurship education. In this case, a combination of quantitative and qualitative approaches enhanced the validity and reliability of the information which was collected and presented. This is because, these information complete each other.

### **3.4 Research Design**

This study used cross-sectional design. Cross-sectional design was more appropriate for this study because it helped to obtain data from respondents at a given period of time instead of several times as it is for longitudinal designs. Hence, it enabled the researcher to obtain the results relatively quickly. The study was also descriptive and not causal effect relationship, meaning that you can't use it for determining the cause of something. Researchers recorded the information that is present in a population, but they do not manipulate independent and dependent variables. Cross-sectional studies

are used to describe what is happening at the present moment (Levin , 2014). In the context of this study, cross- sectional design was used for exploring the perceptions and teaching practices of entrepreneurship education; and also in examining the challenges faced by teacher as they teach entrepreneurship and how they overcome those challenges.

Further, this study was descriptive because the researcher simply wanted to describe an account of what was happening with regard to the research issues, such as entrepreneurship education practices, entrepreneurship education challenges and how to overcome those challenges.

### 3.5 Location of the Study

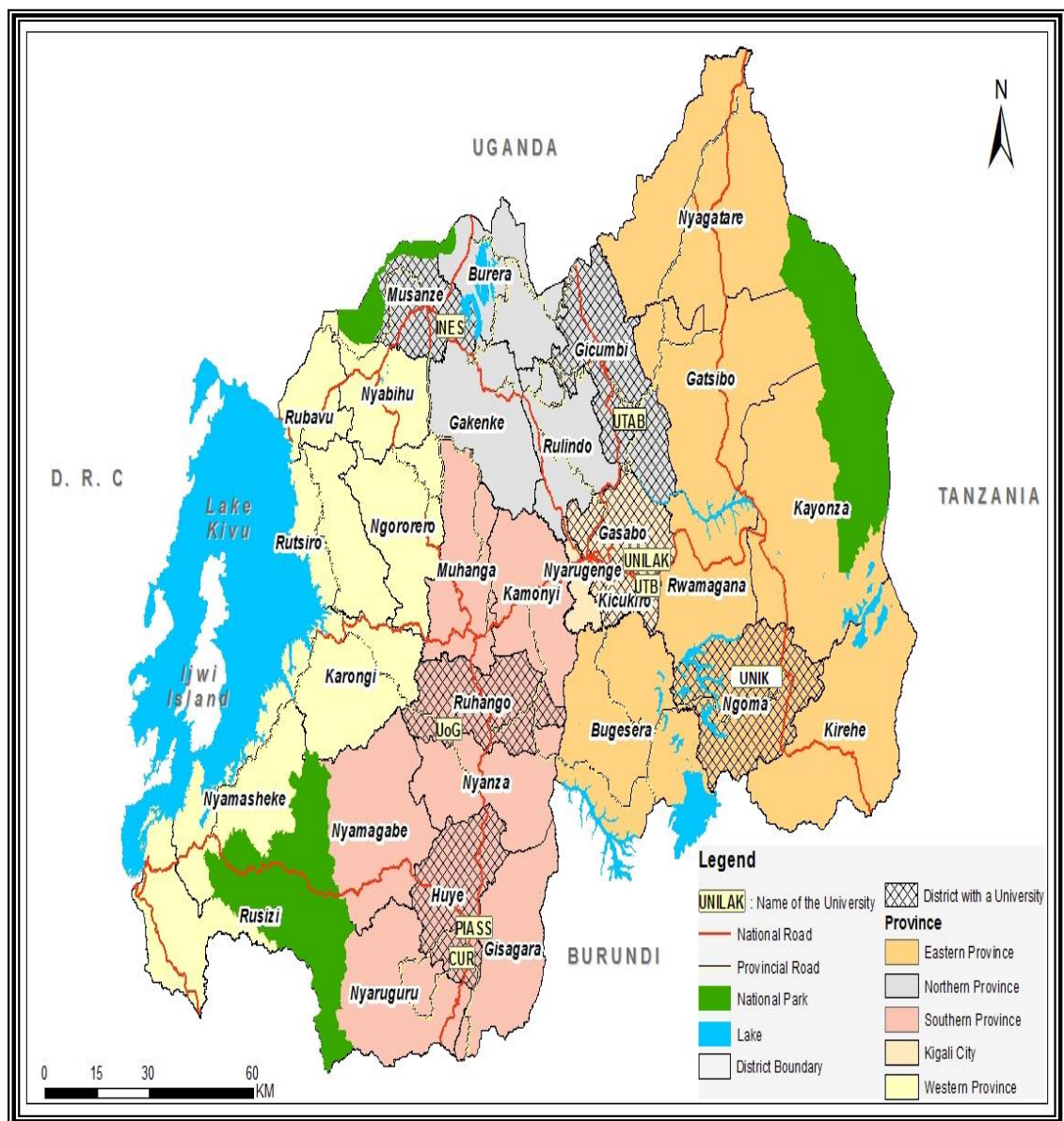
The study was conducted in 8 private Higher Learning Institutions which are (UNILAK, UNIK, UoG,UTB,UTAB,CUR,PIAS,ICK) members of “Organization Rwandaise d’Institutions Privees d’Enseignement Superieur”

**Table 3.1: HLIs and its Geographical Location**

S/N <sup>0</sup>	Private Higher Learning Institutions Members of ORIPES	Province	District
1.	UNILAK	Kigali City	Gasabo
2.	UTAB	North Province	Gicumbi
3.	UNIK	Eastern Province	Ngoma
4.	INES	Northern Province	Musanze
5.	UTB	Kigali City	Kicukiro
6.	UoG	Southern province	Ruhango
7.	CUR	Kigali City	Huye
8.	PIAS	Kigali City	Huye

Source: Field Data, (2018)

Rwanda organization of Private Higher Learning Institutions (ORIPES). It includes private higher learning institutions in Rwanda with common legal status of being NGOs, registered and accepted by the Ministerial Order N°130/08.11 of 12/10/2009 granting legal status to the Rwanda Association of Private Higher Learning Institutions (ARIPES). Geographically, these HLIs are scattered in different provinces and districts of Rwanda as described in the Table 3.1.



**Figure 3.1: Geographical Location of Selected Private HLI in Rwanda**

Source: Field Data, (2018)

Map is one of the way of directing to who it may be concerned. This Figure 3.1 has been used for facilitating whoever may need to know exactly geographical location of each HLIs participated in this study. This map has been specifically designed for this study by using Geographical Information System (GIS) to locate 8 HLIs members of RIPES in deferent provinces and districts of Rwanda as indicated in Table 3.1.

### 3.6 Target Population of the Study

The target population in the current study comprised all teachers of entrepreneurship and related courses as indicated in course allocation and programme specifications documents of these 8 HLIs members of ARIPES. From the reports provided by those 8 HLIs members of ARIPES, the total number of entrepreneurship education (entrepreneurship and related courses) scattered in the country the total number of teachers concerned by the study was presented as follow in the Table 3.2.

**Table 3.2: Numbers of Entrepreneurship Teacher Per HLI and Gender**

<b>Gender * HLIs. (Crosstabulation)</b>										
		UNILAK	UTAB	UNIK	INES	UTB	UoG	CUR	PIAS	Total
Gender	M	3	3	2	5	6	4	2	3	28
	F	2	1	1	3	1	2	3	2	15
Total		5	4	3	8	7	6	5	5	43

Source: Field data, (2018)

The researcher decided to use 43 teachers as population that teach entrepreneurship and related contents; because, they are the right people to provide information on: the teacher's perception, practices, challenges of entrepreneurship education and strategies to overcome those challenges. Cross- Sectional design was the right way of addressing this problem, since Cross-sectional studies are used to describe what is happening at the present moment (Levin , 2014).

### **3.7 Sample Size**

This study used a universal sampling. When a population is small and variable, any sample drawn may not be representative of the population from which it is drawn (Neuman, 2003). The researcher preferred to use universal sampling technique to decide on respondents from private higher learning institutions members of ARIPES, because they are the ones who may provide the useful information to answer the research questions. Since the population was small even less than 100 the researcher decided to use the entire population as a sample.

### **3.8 Data Collection Methods and Tools**

Data collection refers to identifying and selecting individuals for a study, obtaining their permission to study them and gathering information by asking people questions or observing their behaviour (Creswell, 2012). Through different methods of data collection primary data were collected by using open ended questionnaire, semi-structured interview, and observation. Moreover, the study used document review as secondary data.

#### **3.8.1 Questionnaire**

The questionnaire used for this study was developed as a result an analysis of previous empirical studies, discussion with experts in the field and a review of literature (Chapter Two). The closed-ended questionnaire was used to collect data from teachers of entrepreneurship and related courses. This method, was used to collect data from a modest number of respondents (43). This number cannot be easily achieved by using interview method.



However, this approach often suffers the disadvantage of having a low response rate and lack of control over the conditions under which the questionnaire is completed. For the purpose of guaranteeing the high rate of valid questionnaires and keeping respondents' willingness to answer the questions, closed-ended questions, which were less time-consuming and easier for the respondents to complete, were used for the majority of all questions in the questionnaires. Furthermore, the importance of confidentiality and gaining complete and accurate data from respondents was emphasized by the researcher at the beginning of data collection. The questionnaires for entrepreneurship teachers are shown as appendices 1.

### **3.8.2 Interview**

This study used semi-structured interviews. This type of interview is commonly employed in educational research project for exploring participants' opinions and feelings. The flexibility of semi-structured interviews was the main reason why this study adopted this approach. In addition, since each person has particular ways of thinking, different literacy ability and preferred communication modes, it seems to be unreasonable to approach all respondents in the same way.

Therefore, this kind of interviews offered the researcher enough flexibility to approach each interviewee differently and to 'pursue any questions in greater depth'. Moreover, in view of the limited knowledge and understanding of entrepreneurship education that most respondents have, semi-structured interviewing, which allows the explanation of some concepts and the correction of misunderstandings and ambiguities of the questions by the interviewer was appropriate for this study.

Nevertheless, there were some problems regarding the use of interview in this study, for example, some of the interviewees were reluctant to respond to questions, and sometimes very short responses were given. Therefore, some techniques were applied to increase the effectiveness of obtaining information from them. First of all, ice breaker questions and informal statements, were designed and used with the purpose of putting participants as well as the researcher at ease and set off to a friendly start. Moreover, the researcher started with a less demanding question, and then moved to more demanding ones. Thereafter, follow up questions to seek clarification, elaboration and expansion of detailed information from respondents were asked.

In this study interview was administered to the heads of departments. The approach was deemed appropriate for obtaining information from them because they are the ones who are in charge of daily monitoring of teaching learning and assessment and implementation of the curriculum. Sample that was used as interview guide is shown as Appendix 2.

### **3.8.3 Observation**

An observation was used to gather knowledge of the researched phenomenon as and when it occurs. This study involved observing human behaviour. The main phenomena to be observed in this study was the process of teaching learning and assessment in entrepreneurship education. The researcher used non-participant observation. The non-participant observation has a lack of participation of the observer in his group activities. He either watch the phenomena from a distance or participate in the group but never in its activities. He only sits in the group but do not interest in the process.

In this study observation was used for gathering all kind that which could not be collected through questionnaire and interview. The researcher took an opportunity of observing some of the entrepreneurship education courses and explore different practices done entrepreneurship teachers. Sample that was used as observation checklist is shown as Appendix 3.

The researcher observed the teaching, learning and assessment process, interviewed heads of depertements on how teachers deliver entrepreneurship education, and questionnaire adressed to entrepreneurship teachers for describing their perceptions on entrepreneurship education, their teaching practices, the challenges faced and the way they overcome them.

#### **3.8.4 Documentation**

The documentation method was used in order to describe, categorize, investigate and interpret written documents whether in private or public domain. The main categories of documents which were selected and assessed for the purpose of this study included the documents that had been formally authored and published such articles from online and printed journals, documents from local governments; various publications of foreign governments or of international bodies and their subsidiary organizations; books, magazines and newspapers; reports and publications of various associations connected with entrepreneurship education. Secondary data were also collected from reports prepared by research scholars, universities, public records and statistics, historical documents, and other sources of published information related to entrepreneurship education. Before using secondary data, the researcher analyzed the suitability, reliability and adequacy of documents.

*Reliability* of the document which looked at finding out such things about the said data: (a) Who collected the data? (b) What were the sources of data? (c) Were they collected by using proper methods (d) At what time were they collected? (e) Was there any bias of the compiler? (f) What level of accuracy was desired? Was it achieved?

The researcher analyzed also the *suitability* of data by looking at whether data are appropriate for the inquiry, the researcher scrutinized the definition of key terms and units of collection used at the time of collecting the data from the primary source originally. If the researcher finds differences in these, the data will remain unsuitable for the present enquiry and should not be used.

The level of *adequacy* of data was also analyzed by assessing whether the level of accuracy achieved in data is found also adequate for the purpose of the present enquiry. The already available data should be used by the researcher only when he finds them reliable, suitable and adequate. Secondary data were collected and analyzed in this study, for having a clear understanding of the history and current situation on entrepreneurship education in Rwanda, and being able to identify the research gap. Moreover, secondary data were collected for supporting primary data in finding answers to the research questions.

Finally, the analysis of documents in this study provided data which was used to corroborate and augment the evidence obtained from the questionnaire, interview. In this way, an analysis of documents was done to enrich and strengthen the trustworthiness of the data.

### **3.9 Data Collection Procedure**

The questionnaires, interviews and observation checklist for this study were prepared basing on the research questions and on the review of related literature. All the questions were in English to match the education levels of the participants. The questionnaires were piloted on a small sample of respondents for applying them on all sampled participants. The pilot test was carried out to ensure understandability and reliability of the questions. This has implications on both validity and reliability of the findings. Based on the fact that the target population was small the universal sampling was used.

The pilot study checked for any ambiguities and misunderstandings in the questionnaires. During the pilot study, participants were told that the researcher was interested in their reactions to the questions and response options rather than the specific responses. Participants were encouraged to note any ambiguities in the questions or response options that were not clear, repeated or not included. Participants spent between 20 and 30 minutes completing the questionnaires. The participants' comments were read and a brief analysis run. Any problematic questionnaire items were noted and changes that were deemed necessary were incorporated before a final version of the questionnaire sets was produced for eventual administration to sample participants.

The major problem identified from the pilot study include the difficulties among the respondents in understanding the questions, revealing the difficult of obtain relevant data for the study. To address this problem the instruments were amended to make them clearer to respondents. Thereafter, the instruments were mass produced to

facilitate accurate data collection. To maximize the quality of the responses and the rate of the return, the researcher discussed with the respondents to arrange the convenient time to meet them. Finally, information collected was cross checked for errors before data entry and analysis. The study did not use researcher assistants. The main researcher was solely involved in the research work.

### **3.10 Data Analysis Plan**

Analysis of data in this study involved a careful examination of both the primary and secondary data collected throughout the study, adhering to a concurrent mixed method, in which the evidence from both quantitative and qualitative approaches was used.

### **3.11 Quantitative Data**

The quantitative data in this study referred to the recorded data of the structured questionnaire and were analyzed according to the various sections and subsections of the questionnaire. Data from the questionnaire were first screened and cleaned of some errors. Then data were coded and entered into Statistical Package for Social Sciences (SPSS) version 20.0 for analysis. From there, measures of central tendency and variability such as percentage and means, were calculated, tabulated and graphed.

These scores provided information about the characteristics of the respondents responding to the questionnaire and details regarding the teacher perceptions, teacher practices, challenges faced as they teach entrepreneurship education and the way they overcome those challenges.

### **Scale Range Interpretation for mean**

4 -Strong Agree (4) 3.26-4.00

3 -Agree 2.51-3.25

2 -Disagree 1.76-2.5

1 Strong disagree 1.0-1.75

### **3.12 Qualitative Data**

An analysis of qualitative data started as soon as the data collection began and continued throughout the research. The process helped the researcher to frame the question to be asked in the following interview, and secondly, it enabled him to determine the information saturation. This study used the Creswell's framework of qualitative data analysis that involved five interlinked steps (Creswell, 2012).

Accordingly, in the first step, the researcher read through the interview field notes in order to gain an overall meaning of what the respondents said. The first step was followed by step two, where the researcher divided the data into segments of information that were in line with the objectives of the study. In this step, the researcher re-read and examined the interview transcripts in order to identify key themes with regard to research questions.

In step three, the researcher coded the data according to the identified themes. Each theme captured something important about the data in relation to the research question and represented some level of patterned response or meaning within the data set. The process was done manually. The reason for using manual approach in this study was based on the fact that the sample population was small. Thus, the manual approach was considered appropriate.

In step four, the researcher reduced the overlaps and redundancy codes. This step aimed at making explicit the patterns, commonalities and differences among the different themes. Lastly, in step five, the codes were compared and grouped to form categories, which were further collapsed into sub-categories as the analysis progressed.

### **3.13 Validity**

Validity, stressed by Popham (2008), “is the most significant concept in assessment” (p. 48). Popham reiterates that “the more evidence of validity we have, the better we’ll know how much confidence to place in our score-based inferences” (p. 53). In this study, the research instruments were verified and adjusted by supervisors with at least four experts in research for assessing relevant items of the questionnaire, with the objectives of research. Content validity Index (CVI) coefficient which is inferior or equal to 0.70 and then the instrument would be valid.

CVI Total number of relevant items in the instrument

Total number of the item in the instruments

Without considering demographical data of responding part of the questionnaire, Items rated relevant by all experts combined, which is in this study are 24—and then divide by the total number of ratings which is 29:  $24/29 = 0.82$  which is higher than 0.70 This shows that the questionnaire used is more valid.

### **3.14 Reliability**

According to Popham (2008), Reliability is when research can be repeated with consistency. The goal is to minimize errors and biases so that study (not results) can be replicated. Reliability influences validity.



In this study, the researcher used pre-test and post-test, of the instruments (questionnaire) and was analyzed for reliability using a dependent t-test to determine if there will be a significant difference between the groups tested at a significant level of  $p < .05$ . Should Cronbach Alpha coefficient be at least 0.70, then the instrument would be reliable. After calculation by using SPSS software the researcher has realized that Cronbach Alpha is .809, which higher than 70.

### **3.15 Ethical Issues and Consideration**

Since much of the social sciences research - like this, involves collection of data from and about people, it has to adhere to ethical and professional codes of conduct to safeguard the rights of participants and institutions and, thus enhance the trustworthiness of the findings. According to Silverman (2005) ethical issues arise in the process of gathering, recording and using data from the respondents. In this case, the researcher has to obtain permission to access the organization that he intends to research, ensuring voluntary participation, confidentiality and anonymity. The current study collected data in three phases. The first phase involved a survey, in which respondents were required to complete questionnaires, whereas the second phase involved conducting interviews with the heads of departments. The third phase involved observations of how teachers practice entrepreneurship education.

Due to this ethical consideration was applied phases. In the quantitative phase, permission was obtained from the president of ARIPEs in collaboration with the authorities of each university member. The researcher was, in each case, referred to the Heads of the departments. To ensure the anonymity of the respondents, they were asked not to indicate their names on the questionnaires concerned.

During the qualitative phase, a number of possible key informants were approached and were asked to willingly participate in the study. For the confidentiality purpose, each head of departement participated in this study, was given a code based on the list of HLI (ie HoD<sub>1</sub>, HoD<sub>2</sub>, HoD<sub>3</sub>, HoD<sub>4</sub>, HoD<sub>5</sub>, HoD<sub>6</sub>, HoD<sub>7</sub>, HoD<sub>8</sub>). Those who accepted were informed that their responses would be kept as anonymous as possible, and that their names would not be revealed in the final report.

However, for purposes of the follow-up interviews, their details were kept by the researcher. In the presentation of the results of the study, the responses have been kept anonymous, in order to uphold the ethical position which had been agreed on with the respondents. In addition, the reporting was objective, based on the findings obtained.

Concerning the reflexivity which looks at the changes brought about to ourselves, as a result of the research process, and how these changes have affected the research process. It highlights the journey of discovering how we, as researchers, shaped and how we were shaped by the research process and outputs. (Palaganas et al, 2017). In this study, the researcher was objective throughout the research process, but there was a change of mind after having research output and having new knowledge coming out of the study.

### **3.16 Chapter Summary**

This chapter focuses on how the research was conducted. It first of all identifies the research design which was followed throughout the study. The study followed cross sectional design. The chapter highlight the population concerned by the study and the way data were collected by using questionnaire, interview and observation. Then, the

chapter showed the way data were analyzed for achieving the objective and highlighted the ethical considerations to be taken into consideration throughout the study process. Moreover, this chapter opened doors to chapter four by providing how chapter four should be done.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

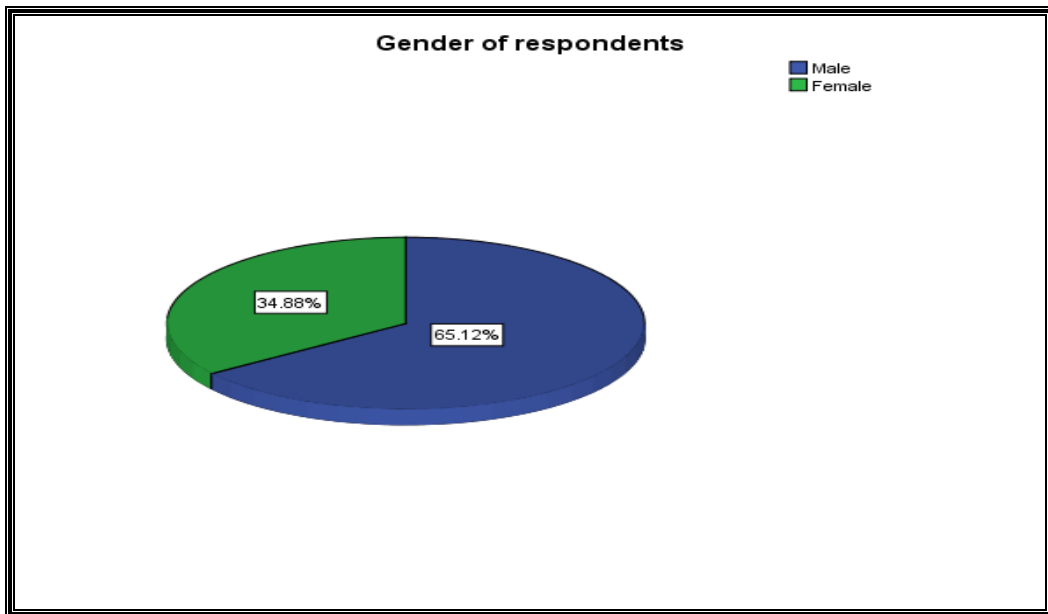
#### **4.1 Introduction**

In this chapter, the study presented the data obtained from the respondents and key informants from the private higher learning institutions in Rwanda, member of ARIPEs. The presentation of data was divided into five main sections. Section 4.1 presents demographic information of the research participants. Section 4.2 contains the data for the first research question which is about the teachers' perceptions about entrepreneurial education in private higher learning institutions in Rwanda and in section 4.3 data for the second research question dealing with the practice of entrepreneurship education are presented. Section 4.4 presents the data for the third research question, which dealt with the challenges that the private higher learning institutions in Rwanda face as they practice entrepreneurship education. The last section 4.5 presents the data on the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education.

#### **4.2 Demographical Information**

##### **4.2.1 Distribution of Respondents by Gender**

Gender balance is very important in Rwanda education sector as in other sectors. In fact, when you look at Rwanda population, it shows that 51% of population is female and you cannot develop a nation without involving this significant number of people. Gender balance police indicates that at least 30% of population in all sectors should be made by female. The graphic 4.1 shows the gender participation in this study.



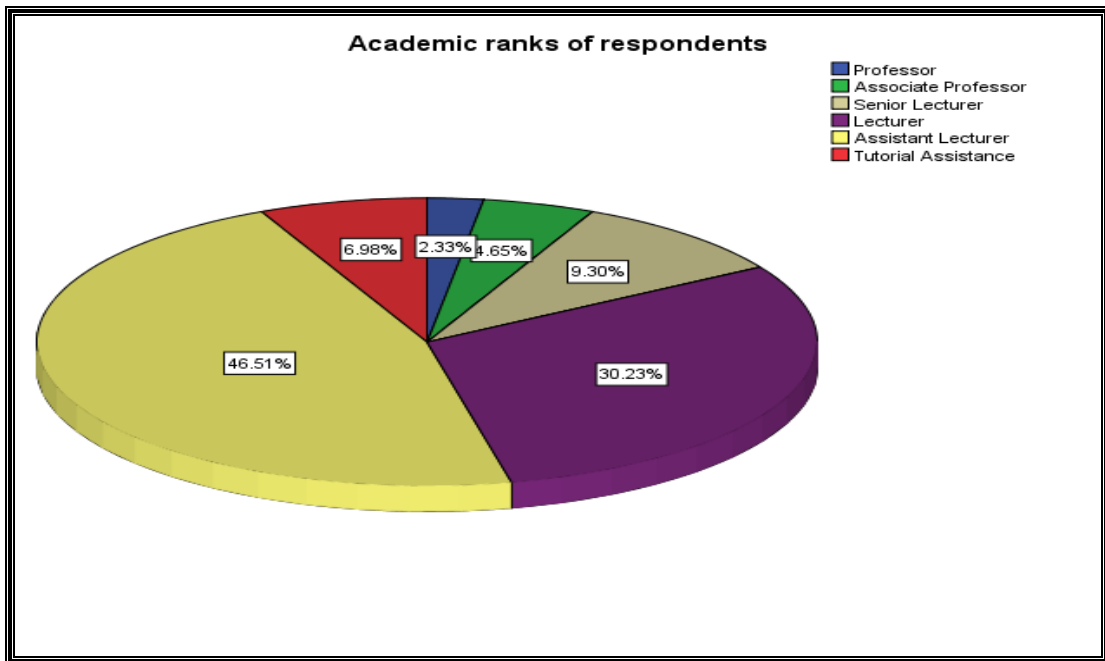
**Figure 4.1: Gender of Respondents**

Source: 4.1: Field Data (2018)

This study, it was interesting that in academic staffs of private higher learning institutions the number of females is higher than expected number which is 34.9%. On the other hand males are the majority of teachers of entrepreneurship education at 65.12%. Regarding to research objectives, it is important that perceptions and practices of entrepreneurship education in higher learning institutions in Rwanda are viewed and understood by considering individual differences, since the implementation of entrepreneurship education is for both male and female.

#### **4.2.2 Distribution of Respondents by Academic Rank**

For all categories of academic rank, the guidelines recognise the potential for candidates to demonstrate achievement in one or more of the following areas of activity: research, teaching activities, academic administration activities, services to the community. Academic ranks in higher learning institutions show the extent to which an academic staff are knowledgeable and experienced.



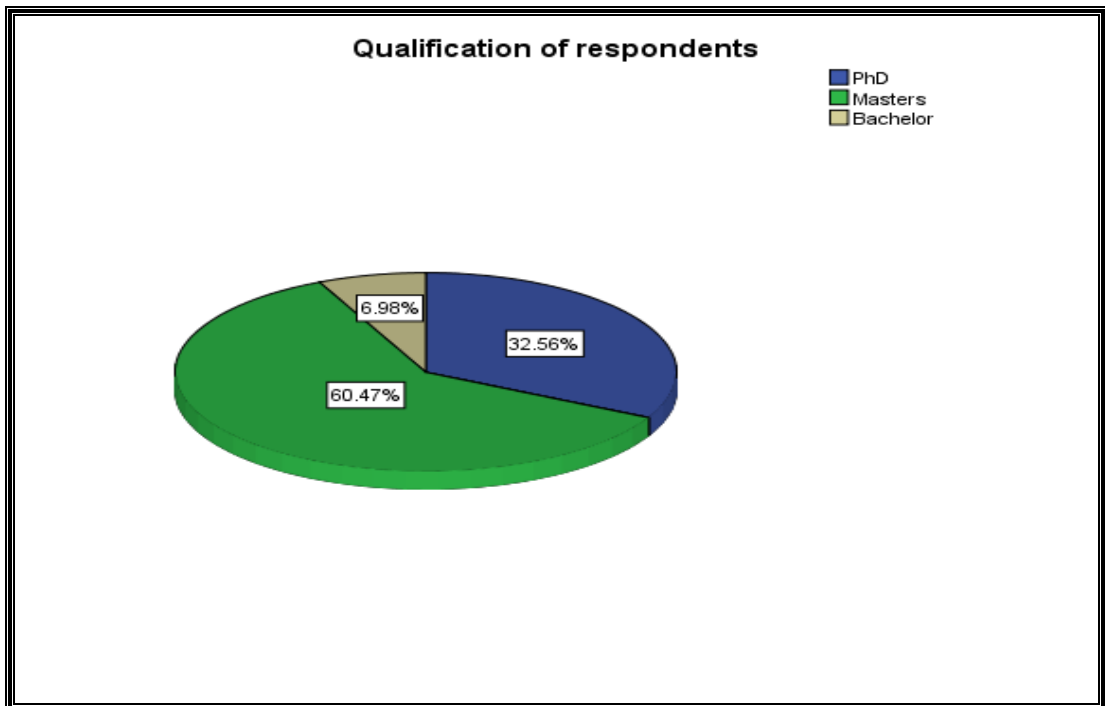
**Figure 4.2: Distribution of Respondents By Academic Rank**

Source: Field Data, (2018)

The findings above show that the number of experienced and knowledgeable academic staffs (such as Professor with 2.3%, Associate professor with 4.6%, Senior Lecturer with 9.3%) is still too low. The findings above show that private higher learning institutions united in ORIPES are mostly relying on Lectures with 30.2%, Assistant Lecturers with 46.5% when they are teaching entrepreneurship and related fields, and this can lead to the lack of quality of teaching entrepreneurial modules, which may lead to unqualified graduates.

#### **4.2.3 Distribution of Respondents by Qualification**

Typically, to work in higher education as a faculty member, candidate must first obtain a doctorate in an academic field, although some lower teaching positions require only a master's degree and Bachelor degree for facilitating the senior lecturers.



**Figure 4.3: Qualification of Respondents**

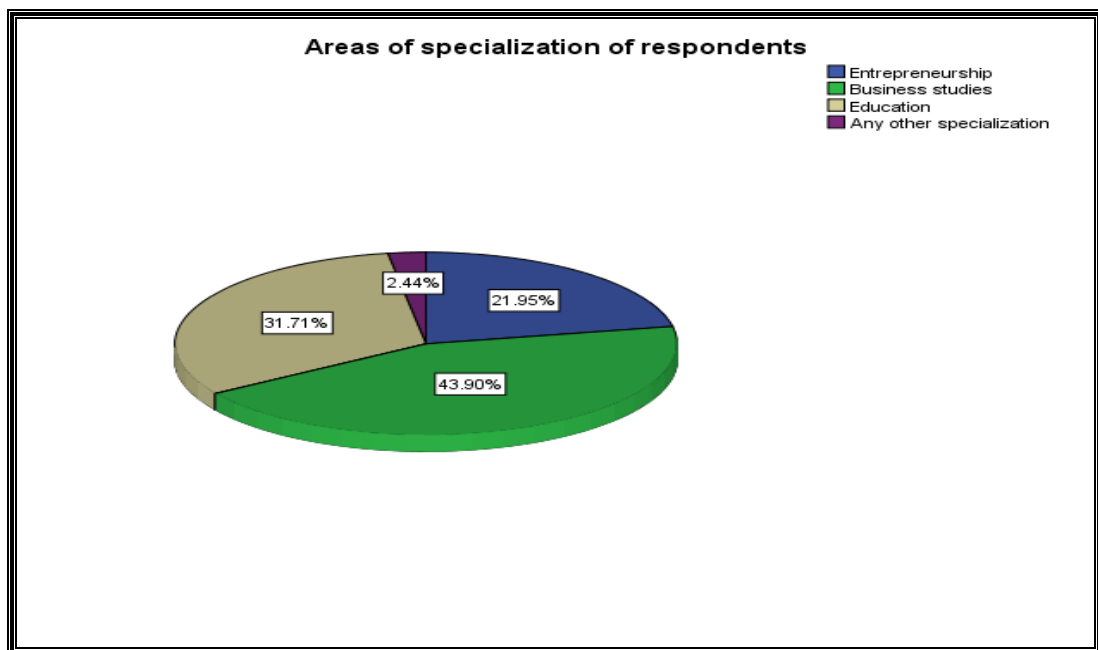
Source: Field Data, (2019)

Therefore, in private higher learning institutions united in ORIPES the number of PhDs (32.6%) which is good comparing to the requirements of Higher Education Council of Rwanda (HEC), which indicate that PhD academic staffs should be at least 15% of total number of academic staffs.

As the data are showing above, the number of Masters holders (staffs with low teaching positions is still high (55.8%) which can lead to the assumption that their quality of delivering is questionable. Since entrepreneurship education requires skills on hands, it is good that entrepreneurship and related subjects should be taught by more qualified and experienced lecturers who have clear perception of entrepreneurship education, and able to practice entrepreneurship education and overcome the challenges faced as they are teaching.

#### 4.2.4 Distribution of respondents by specialization

In this study, the data from the field, especially in conversation with heads of departments it has been realized that the right person to teach entrepreneurship should be a specialist in entrepreneurship or related fields. If there are no specialists in entrepreneurship, the HLI can use other related specialists such as education, business studies, and others related specialists who feel confident to provide entrepreneurial skills among students.



**Figure 4.4: Areas of Specialization of Respondents**

Source: Field Data, (2018)

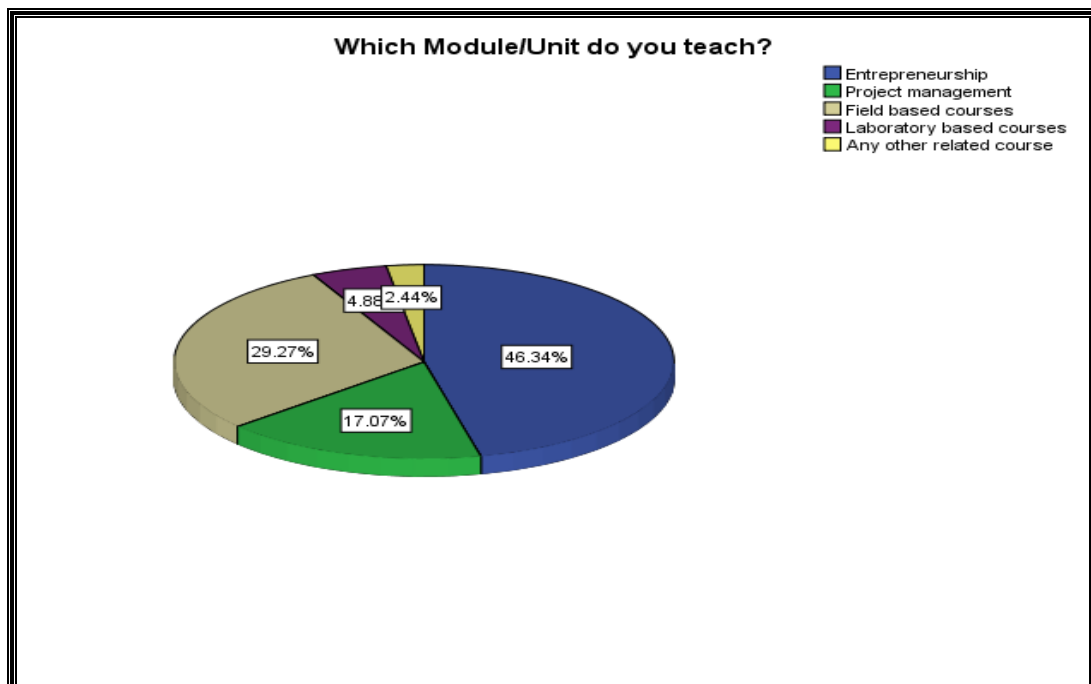
The findings show that majority of academic staffs who teach entrepreneurship are specialists in business studies with 41.9%, this shows that there is no big difference between being entrepreneur and being a business man; this is because that both fields leads to the profits of graduate. Therefore, 30.2% are educationists; this is because that each education leads to adaptation of learner to his or her environment and to the abilities and skills of solving his or her daily problems.



Those who are specialists in entrepreneurship are 20.9 % this shows that they are still few comparing to those who have done education and business studies. This is due to the fact that there is still shortage of academic staffs who have specialization in entrepreneurship and shows also that the domain of entrepreneurship is not yet well developed in Rwanda education.

#### 4.2.5 Distribution of Respondents by Course/Module Taught

Appointment of all academic staff and allocation of the modules/course to be taught by an academic staff should take into consideration the candidate's area of academic specialization. This is very important for improving the quality of teaching and learning because the academic staff should be good in teaching methodology but beyond of that he should know very well the content of what is teaching and related fields.



**Figure 4.5: Module Taught by Teachers**

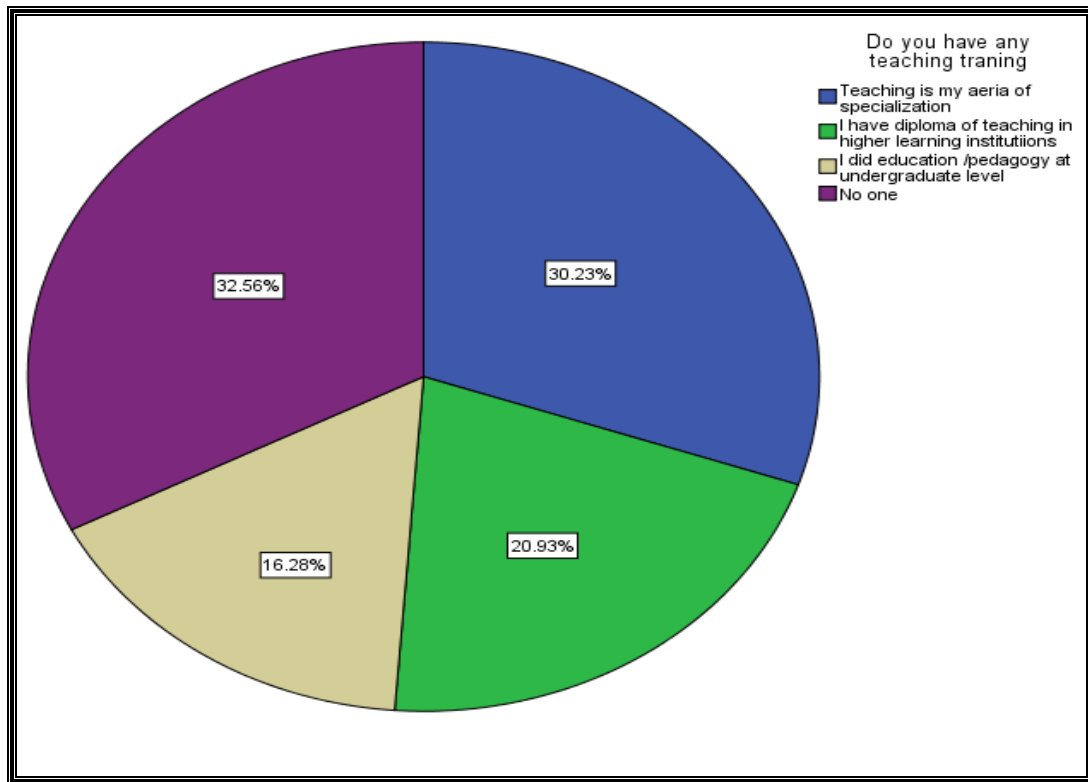
Source: Field Data, (2018)

A good teacher for entrepreneurship education, is the one who is able to transform knowledge into skills and practices and these abilities are based on specialization. Entrepreneurial education includes the creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Developing mindsets, generic attributes and skills that are the foundations of entrepreneurship can be complemented by imparting more specific knowledge about business according to the level and type of education. It is in this regards that entrepreneurship education combines more than one subjects.

For this study, the academic staffs have given their views on the following subjects: Entrepreneurship course is taught by 44.2% of respondents, project management is taught by 16.3% of respondents, some field-based courses are taught by 27.9%, laboratory-based courses are taught by 4.7%, other related courses which are not listed in this research are taught by 2.3%. This is very important to for recognizing who is the right teacher for right perception and practices for entrepreneurship education.

#### **4.2.6 Distribution of Respondents by Training**

Knowing the content to be taught is not enough, it should be supported by appropriate pedagogical skills which will be used by academic staffs for practicing learner centered approach. Therefore, majority of academic staffs do not have training related to special pedagogy to be used for teaching entrepreneurship and putting in practice learner centered approach as appropriate teaching methodology to be used while teaching entrepreneurship and related subjects.



**Figure 4.6: Pedagogical Training for Teachers**  
Source: Field Data, (2018)

The findings have shown that majority of teacher (32.6%) don't have any teaching training. This is a challenge because, having knowledge on entrepreneurship and related fields doesn't mean to be a good teacher of it. There is a need of additional training on teaching methodology.

On the other hand, 30.2% teaching is their area of specialization. This is also weakness because being expert in education is not enough for being a good teacher of entrepreneurship. They should have both training: training on entrepreneurship and pedagogical skills. 16.2% have done education/ pedagogy at bachelor's degree level, then entrepreneurship and related fields at the rest of their education. This can be good because even if they don't have special skills of teaching in higher learning institutions, but they have general knowledge on pedagogy.

**Table 4.1: Summary of Demographical Data**

<b>Variables</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	28	65.1
	Female	15	34.9
	<b>Total</b>	<b>43</b>	<b>100</b>
<b>Teacher experience (academic rank)</b>	Professor	1	2.3
	Associate Professor	2	4.7
	Senior Lecturer	4	9.3
	Lecturer	13	30.2
	Assistant Lecturer	20	46.5
	Tutorial Assistant	3	7
	<b>Total</b>	<b>43</b>	<b>100</b>
<b>Qualification of respondents</b>	PhD	14	32.6
	Masters	26	60.5
	Bachelor	3	7
	<b>Total</b>	<b>43</b>	<b>100</b>
<b>Field of specialization</b>	Entrepreneurship	9	20.9
	Business studies	18	41.9
	Education	13	30.2
	Any other specialization	1	2.3
	<b>Total</b>	<b>41</b>	<b>95.3</b>
	Missing System	2	4.7
	<b>Total</b>	<b>43</b>	<b>100</b>
<b>Distribution of Respondents by Modules/ Course taught</b>	Entrepreneurship	19	44.2
	Project management	7	16.3
	Field based courses	12	27.9
	Laboratory based courses	2	4.7
	Any other related course	1	2.3
	<b>Total</b>	<b>41</b>	<b>95.3</b>
	Missing System	2	4.7
<b>Distribution of respondents by training</b>	<b>Total</b>	<b>43</b>	<b>100</b>
	Teaching is my area of specialization	13	30.2
	Diploma of teaching in HLI	9	20.9
	Bachelor in education/Pedagogy	7	16.3
	No one	14	32.6
	<b>Total</b>	<b>43</b>	<b>100</b>

Source: Field Data, (2018)

### **4.3 Teachers' Perceptions of Entrepreneurship Education**

In this section data are presented based on the perceptions of the teachers about entrepreneurial education. Questionnaire and interview schedule were used to solicit this information, and what teachers considered to be very important in teaching entrepreneurship education. The question was: What are the most important things to consider when teaching entrepreneurship education?

The perceptions of teachers was collected through self-administered questionnaire and was focusing on key important elements of entrepreneurship education as follow: respect of student educational background, teaching for problem solving skills, development of creative and innovative ideas, empower students to make necessary decisions, improvement of student self-confidence, developing leadership and communication skills, develop networking skills and professional contacts.

These indicators were selected based on the theoretical framework adopted by this study which is the cultural theory of Vygotsky and experiential learning theory of Dewey and also based on the guidelines on the entrepreneurship education approaches in the official materials (Zenobia, 2018). Quantitative findings from all indicators of teachers' perceptions on entrepreneurship education investigated in this study were presented and analysed in Table 4.2.

The study gave the recapitulation of all the indicators using mean and standard deviation calculated. The findings are summarized in Table 4.2. According to this table the highest mean is that entrepreneurship education is where teachers perceive entrepreneurship education problem solving mechanism with the average of 3.44 and

standard deviation of .11188 the same as other indicator of helping student to make necessary decision and average mean for all the indicators was calculated to be 3.33.

**Table 4.2: Means of Teachers' Perceptions on Entrepreneurship Education**

Teacher's Perceptions on entrepreneurship Education:	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Respect of Student educational background	43	1.00	4.00	3.23	.15551	1.01974
Teaching for problem solving skills.	43	1.00	4.00	3.44	.10681	.70042
Development of creative and innovative ideas	43	2.00	4.00	3.39	.10597	.69486
Students' ownership over their learning and helps them make necessary decisions	43	1.00	4.00	3.44	.11188	.73363
Acquisition of leadership and communication skills	43	2.00	4.00	3.39	.09494	.62257
Develop networking skills, and professional contacts	41	2.00	4.00	3.14	.08945	.57276
Average mean				3.33		
Valid N (listwise)	41					

Source: Field data (2018)

The above quantitative results could also be explained by the qualitative findings. Through interview schedule, heads of departemens, were asked to give their perceptions on how entrepreneurship education is taught in their respective departements. The questions were asked based on the indicators used for measuring the teachers' perceptions.

Briefly, the qualitative data from heads of departments indicated that majority of them were of the view that some teachers have not yet understood properly the entrepreneurship education. Some of respondents' views about the teacher's perceptions of entrepreneurship in their universities are illustrated in the utterances below (HOD<sub>1</sub>) was asked how her teachers describes entrepreneurship education her departement. She replied that:

*some entrpreuneurship teachers have positive perceptions and have theoretical knowledge on entrepreneurship education but they still need more experience. Also, they still have not yet get clear and proper ways of how entrepreneurship should be taught. Big number of entrepreneurship teachers have not yet benefited from pedagogical skills on how to teach entrepreneurship education (HOD<sub>1</sub>).*

This challenge of lacking experience was common for entrepreneurship teachers, and this study has adressed in its objective 3. This was in the same line with what A study by Pradhan and Jena (2016) found that employers find that many graduates are inadequately prepared to run a business because they have not been trained as multi-skilled workers and lack exposure to the commercial skills that are required to perform as business persons and this should be provided by experienced teachers.

Another HOD<sub>2</sub>, has reported that:

*when they are in departemental meeting with teachers and requested to explain how they teach entrepreneurship education, he realised that a good number of teachers perceive differently some elements of entrepreneurship education such as respect of students bsckground, Teaching for problem solving skills, improvement of student self confidence, etc.*

*Normally a big part of the content prepared by entrepreneurship teachers should be either laboratory based, field based which leads to competencies and skills development for students but when you look at what teacher prepare, the big part is more theoretical and class based. These signs that many entrpreuneurship teachers have wrong perceptions for what a student should be after graduation and, thus, do not know exactly what they should do for the students ( HOD<sub>5</sub>)*

The above qualitative findings proved that entrepreneurship teachers may not have right perceptions of entrepreneurship education since their attitudes are not fully complying with pedagogy of entrepreneurship education. Moreover, the detailed findings for each indicator were presented, analysed and discussed in the tables by indicating the how female and male entrepreneurship teachers perceive entrepreneurship education.

#### 4.3.1. Teachers' Perceptions on Respect of Student background

Respect of students' background has been recognized as an important aspect of effective entrepreneurship education. This is because entrepreneurship builds on the cultural background which contains knowledge and skills that are acquired through different means of socialization. Also this is due to the fact that education is a continuity of what the learners have acquired from previous experiences. This study inquired whether the teachers perceived the respect of students' background as characteristics of entrepreneurship education. Responses given are summarized in Table 4.3.

**Table 4.3: Gender \* With Respect of Students' Background**

Respect of student educational background:		Strong disagree	Disagree	Agree	Strong Agree	
Gender of respondents	Male	3	2	9	14	28
	Female	2	1	3	9	15
<b>Total</b>		<b>5</b>	<b>3</b>	<b>12</b>	<b>23</b>	<b>43</b>

Source: Field data, (2018)

Table 4.3 has summarized the level of agreement that portrays the perceptions of teachers concerning how students' background is considered when delivering



entrepreneurship education. The findings show slight difference between male and female teachers' perceptions concerning respect of students' background whereby 80% of female and 82% of male generally agree with the statement.

However, the rest of teachers did not agree with the statement. The findings therefore show that majority of teachers in private learning institutions in Rwanda perceive that entrepreneurship education respects the background of students with the mean of 3.23 and standard deviation of 1.01974 as it is indicated in Table 4.2. Moreover, the findings show that there is no significant difference between males perceptions and females perceptions.

In these findings, respect of student background was described as ensuring that the teachers consider the experiences, aspirations and abilities of the students as essential in the development of classroom activities. Teachers were arguing from the fact that students' background is a key to the development of entrepreneurial skills. What the student has experienced, be it mechanics, cooking, child care, it is very likely that they would use it to develop entrepreneurial skills from these experiences.

In other words, starting from what the students have experienced to what is not known is an important element of the idea of culture as explained by Vygotsky (1978). In his view, Vygotsky believed that culture of individuals has a lot of influence of one's values includes work values and ethics and thus the level of entrepreneurship (Hayton et al., 2002). On this, the teachers, just like John Dewey had a notion that early age knowledge can be transferable skills that people develop during their higher education, and this plays a significant role in their inclination to entrepreneurship.

However, it was unfortunate to observe that, although most teachers considered respect of student background as important element in developing entrepreneurial skills, the reality in most of the observed classrooms was negative. Most teachers just introduced the topics for discussion before they asked the students about their experiences of the topic, leading the students to struggle to make sense of the new materials that most of them did not make much sense. In such a situation students' prior knowledge was discarded and instead, new and alien one was introduced, leading them to complete their education with neither their prior knowledge nor the new knowledge.

This goes in the same line with what HOD<sub>3</sub> has reported in the interview that:

*“Students’ background is closely considered from the admission of student by providing career guidance’.*

He added that:

*‘...background is also taken into consideration when they organize courses according to prerequisites. Thus entrepreneurship teachers also assess the students’ background to be sure whether students have enough prerequisites for following appropriate entrepreneurship education courses...’ (HOD<sub>3</sub>)*

Basing on the quantitative data from entrepreneurship teachers, qualitative data from heads of departement and observed reality in classroom, the study concluded that entrepreneurship teachers have a positive perceptions thst students background is respected while teaching entrepreneurship education dispite some abnormal realities which may be based on other factors of teaching learning and assessment which are not part of this study.

### 4.3.2 Teachers' Perceptions on Teaching for Problem Solving Skills

Problem solving is another aspect of entrepreneurship education that should be encouraged in order to foster capacity building in using problem solving skills. This study enquired the perceptions of teachers concerning the way they view the application of problem solving skills in entrepreneurship education. Respondents' perceptions are presented in Table 4.4.

**Table 4.4: Gender \* Learning Necessary Skills for Problem Solving**

Learning the skills necessary for problem solving:		Strong disagree	disagree	Agree	Strong agree	Total
Gender of respondents	Male	1	1	12	14	28
	Female	0	1	5	9	15
Total		1	2	17	23	43

Source: Field Data, (2018)

As Table 4.4 has portrayed majority of teachers agree or strongly agree with the statement that the entrepreneurship education develops skills necessary for problem solving. The perceptions of female and male are almost the same whereby 93% of female and 92% of male agree with the statement and the rest did not agree with the proposition. Problem solving is another aspect of entrepreneurship education that should be encouraged in order to foster capacity building in using problem solving skills.

This study enquired the perceptions of teachers concerning the way they view the application of problem solving skills in entrepreneurship education. Taking reference to the Table 4.2, the entrepreneurship teachers have positive perceptions as indicated by the mean of 3.44 and standard deviation of .70042 this means that most of the respondents tend to have common understanding on this point.

In these findings, teaching for problem solving skills was described in this study as crucial learning outcome that teachers take into consideration. The main role of any education is helping learners to be able to solve their own and community problems. Ideally, through problem solving teaching, the teacher should help student to take a big part of the responsibility of their own learning and take personal action to solve problems and focus on thinking.

It provides students with opportunity to use their newly acquired knowledge in meaningful real-life activities and assist them in working at higher level of thinking. In relation to the context of Rwanda and other developing countries, problem solving teaching curriculum is an instrument that is being used for reducing unemployment rate among youth. The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.

This is consistent with Dewey's philosophy which is concerned with human learning, reflection, experience, and interest. According to him, these are necessary to bring about quality education. John Dewey's theory lays in a number of areas in teaching entrepreneur education.

First, his belief that education must engage with and enlarge learners' experience and reflection of that experience before interaction with the environments provides a framework for teaching from the learners' experience and stretch them to reflect and make sense of what is available in their environment practice. Second, his passion for democratic values in education so that all learners may share their knowledge to transform their social and physical environment.

This situation was consistent with Ince (2018) who argued that education policies today aim to raise individuals with 21st century skills considered as a universal necessity and problem-solving skill is the one of them. Teaching problem solving is one of the most important topics of physics education, it is also the field where students have the most problems.

Moreover, the HOD<sub>4</sub> in the interview, gave an example of what she found:

*Many times when we are moderating exams we find samples of examination papers which are not problem solving based. Most of the questions were more theoretical than practical. Those exams were asking for definitions, enumerating or listing, question of measuring memory instead of problem-solving capacity, innovation.*

By triangulating quantitative data from teachers, qualitative data from the interview with heads of departments and findings from reality found in some classes, the study revealed that teacher perceptions are positive despite some difficulties as indicated by the head of departments. Thus, most of the entrepreneurship classes are problem solving oriented.

#### **4.3.3 Teachers' Perceptions on Empowering Students to be Creative and Innovative Ideas**

Empowering students to be innovative and creative is also important aspect of entrepreneurship education that teacher should put more importance. The study was also interested in finding out the perspective in which entrepreneurship teachers consider to empower students to be innovative and creative. The perceptions of respondents are presented in Table 4.5.

**Table 4.5: Gender \* Empowering Students to be Creative and Innovative**

Empowering students to be creative and innovative:		Disagree	Agree	Strong agree	Total
Gender of respondents	Male	2	12	14	28
	Female	3	4	8	15
Total		5	16	22	43

Source: Field Data,(2018)

As Table 4.5 has portrayed, majority of teachers agree and strong agree with the statement that the entrepreneurship education empowers students to be innovative and creative. The perceptions of female and male are almost the almost the same whereby 93% of female and 92% of male agree with the statement and the rest did not agree with the proposition.

Empowering students to be creative and innovative was positively perceived by entrepreneurship teachers with mean of 3.39 and standard deviation of .69486 as indicated in Table 4.2 which shows that respondents have the same understanding. This study enquired the perceptions of teachers concerning the way they view the application of problem solving skills in entrepreneurship education. Respondents' perceptions are presented in Table 4.5.

In this finding, the development of creative and innovative ideas was described as important to produce independent thinkers who can create jobs, rather than depending on the government for employment. Entrepreneurship in Rwanda is considered as key for economic development as it was recommended in Rwanda vision 2020. Moreover, the policy requires all students regardless of their major course of study or their level of education to take classes of entrepreneurship as a result of studying this course, the Rwandan government hopes young Rwandans will become more capable of creating

jobs for themselves and others, therefore youth unemployment remains a major issue, with over 40% of young people jobless or underemployed. Seechaliao (2017) argued that creativity is a crucial thinking skill to create educational innovation that is novel, valuable, and useful in education and human growth. Many creative instructional models have been used in higher education to promote creative thinking. Therefore, creating an innovative product need to be followed the learning activities that help students create innovation by themselves. The same idea was the expectation of entrepreneurship education in Rwanda, but the practice and implementation are not yet well done.

#### **4.3.4 Students' Ownership Over their Learning and Helps them Make**

##### **Necessary Decisions**

Taking ownership to their studies and being able to make a necessary decision is another very important element to be considered in entrepreneurship education teacher. This is a very important element that teacher should respect when they are teaching entrepreneurship education. Teachers' perceptions are well investigated as indicated in Table 4.7.

**Table 4.6: Gender \* Learning Ownership and Decisions Skills**

Student's ownership over their learning and decision making:		Strong disagree	Disagree	Agree	Strong agree	Total
Gender of respondents	Male	1	1	9	17	28
	Female	0	2	6	7	15
Total		1	3	15	24	43

Source: Field data, (2018)

Taking ownership of learning and decision-making skills are the indicators to be perceived in entrepreneurship education classrooms. Entrepreneurship teachers should expect these learning outcomes in their classroom. As the Table 4.6 illustrates males

perceive positively with 93% that entrepreneurship education provided lead students to ownership of their learning and may help them to make necessary decisions for their lives. The female perceptions on this point also were positive with 87%. Moreover, the mean of 3.44 and standard deviation of .73363 prove that entrepreneurship teachers have positive perceptions even if there is a variety of strongly agree, agree, strongly disagree, and disagree but they tend to have common understanding on the point.

The finding describes empower students to make necessary decisions as important skills. Entrepreneurship teacher must empower students to become good decision makers, problem solvers and creative thinkers. The mission of Rwanda education is to produce a graduate who is self-reliant, has power of making his own decision and direction. If students are to be successful, they will need to find work that is as satisfying to the human spirit as it is satisfying economically.

Normally, an entrepreneurship teacher designs learning experiences that help students get in touch with who they want to be and what they want to accomplish in the world through different decisions made. In other words, Students should be exposed to the situation which requires him/her to make decision. On this, Vygotsky agrees with John Dewey that the manner in which the young people are educated from an early age and the transferable skills that people develop during their higher education play a significant role in their inclination to entrepreneurship and their decision making (Gibb & Nelson, 1996). The findings both qualitative and quantitative have concluded that entrepreneurship teachers do not have properly empower their students to make their necessary decision. Improvement of student self confidence.



The findings have described the perceived level of student's self-confidence as an indicator of entrepreneurship education which leads to entrepreneurship intentions among students. The government of Rwanda encourages young people especially University students to be self-confident, self-reliant for building and independent country. Many philosophers including, writers, educators' psychologists Vygotsky and John Dewey, all have emphasized the crucial role played by self-confidence in motivation, affect, and social-economic development of human being. Entrepreneurship teachers among private universities of Rwanda should be equipped with pedagogical skills to inculcate this important competence among students.

However, the research findings have showed that entrepreneurship teachers in private higher learning institutions of Rwanda was perceived that this important competence is delivered to students but in most observed classrooms the reality was different. Most of the visited classes the reality has shown that teachers don't have mechanism of helping students to be self-confident in their daily practices. This is against with the idea of Bénabou and Tirole (2002) who argued that in most societies, self-confidence is widely regarded as a valuable individual asset. Manshoor (2011) has added that Self confidence leads to the development of the leadership and entrepreneurial qualities, because leaders and entrepreneurs display the quality to execute plans, they are good human resource managers and are able to take their team forward in the right direction to achieve goals.

*The HOD<sub>6</sub> argued that students are given rights to exercise the decision making and taking ownership of their learning process. He continued and give an example that each semester is the students who make a decision on which modules to study this semester, which kind of industrial attachment do I need to do and where, ....*

Briefly, entrepreneurship teachers have correct perceptions, because students are empowered to make their decisions on how they can undertake their studies. They university support them by providing guidance and counselling services.

#### **4.3.5 Teachers' Perceptions on Improvement of Leadership and Communication Skills**

The success of enterprises depends much on the capacity of leading and communicating with others. This has been investigated by this study to find out whether entrepreneurship education improves leadership and communication skills. The findings are presented in Table 4.7.

**Table 4.7: Gender and Students' Leadership and Communication Skills Cross-Tabulation**

Student-centered approach helps students to acquire Leadership and communication skills:		Disagree	Agree	Strong agree	Total
Gender of respondents	Male	2	13	13	28
	Female	1	7	7	15
<b>Total</b>		<b>3</b>	<b>20</b>	<b>20</b>	<b>43</b>

Source: Field Data, (2018)

The findings in Table 4.7 revealed the perceptions of teachers whereby majority of female teachers (93%) and male teachers (92%) have agreed that entrepreneurship education helps to improve students' leadership and communication skills. The rest did not have the same perceptions.

This point of views was also calculated by using mean which is equal to 3.39 and standard deviation of .62257 as indicated in the table 4.2 which shows that respondents have common understanding on this parameter.

The findings have described the perceived level of developing leadership and communication skills. This was an important elements to be delivered to students. It is one of the very important learning outcomes for entrepreneurship education program. In this fast-paced environment where the interaction of individuals with other individuals has become very important, we most certainly feel the need for good communication skills. A good entrepreneur should have sufficient leadership and communication skills and teachers should make sure that these skills are well delivered.

Rwanda as country which is knowledge based economy, graduates should be equipped enough leadership and communication skills which may help them to be easily integrated and interact with national and international market as Vygotsky has considered social and cultural environment in which the learner resides as the source of human cognition. During the earlier period of his career he argued that the development of reasoning was mediated by signs and symbols, both of which can be understood as inputs to the development of human cognition. Regardless to the mentioned ideal the reality from the research findings has showed that leadership and communication skills are not well delivered. This is consistent with what Manshoor (2011) argued that a human being who has an excellent expression would be able to become a good manager; the use of appropriate words at the appropriate time is the key to becoming a first-class leader.

*Our teaching learning and assesement policy encourage highly students to work in groups whereby by students are the ones who lead their respective groups and organise, implement their learning activities in their groups said and then present their works in the classroom (HOD<sub>7</sub>).*

#### 4.3.6 Teachers' Perceptions on Improvement of Networking Skills and Making Professional Contact

Networking skills and making professional contact are key elements in entrepreneurship education. These help students to compete well in entrepreneurship arena. The findings from respondents are summarized in Table 4.8.

**Table 4.8: Gender \* Students' Networking Skills, and Making Professional Contacts Cross-tabulation**

Student-centered approach helps students to acquire networking skills, and making professional contacts:		Disagree	Agree	Strong agree	Total
Gender of respondents	Male	4	19	4	27
	Female	0	8	6	14
Total		4	27	10	41

Source: Field Data, (2018)

Table 4.8 illustrates that majority of respondents have positive perceptions that entrepreneurship education helps students to have skills in networking and making professional contacts. Female and male respondents differ slightly on how their perceptions. 100% of female respondents and 93% of male respondents have positive perceptions and about 7% of male respondents have the opposite perceptions. The mean of 3.14 and standard deviation of .57276 have been also analyzed for finding out the extent to which entrepreneurship teachers perceive the networking and professional contact skills delivered to their students. This finding describes the perception of teacher on development of entrepreneurship education. The ideal entrepreneur is the one who has skills for networking with different stakeholders of his enterprise. Today, Rwanda has joined many integrations such as East African

Community, Common wealth and this require Rwandans graduates to be able to collaborate or to network with international people from other countries.

This has been accentuated by Marthur (2014) that networks play an important role in whether people develop an interest in entrepreneurial activities, as well as in the acquisition of entrepreneurial skills. This has been encouraged by Vygotsky where he a system, which is known as cooperative learning, to encourage cooperation and team work spirit within each learning group. Vygotsky believe that in any task, the members had to successfully help and empower their fellow group members understand and succeed at the task. Therefore, the findings have demonstrated that student are not acquiring properly the skills for networking and professional contacts which is challenge for private higher leaning institutions of Rwanda.

These findings were consistent to a study conducted by Bacanak (2013) who examined the perceptions of science and technology teachers and found that although teachers had a common vision about student-centered teaching methods and techniques, they did not have enough knowledge about entrepreneurship concept. Like Bacanak's study, the teachers in private higher learning institutions of Rwanda although they had positive and wide perception about entrepreneurship education, they had different understanding of what entrepreneur education is, and were very likely to teach it differently as confirmed by the heads of departments.

Okoro (2015) investigated lecturers' perception of constraints facing the teaching of entrepreneurship education in colleges of education in South Nigeria. Also found that there was ineffective monitoring, ineffective evaluation, insufficient time, poor

welfare package and inadequate teaching facilities. He recommended that adequate teaching facilities should be provided by the school authorities to enhance quality teaching of entrepreneurship education. Adequate teachers should also be employed by school authorities.

#### **4.4 Practices of Entrepreneurship Education**

The second objective set was to examine the practices of entrepreneurship education among private higher learning institutions in Rwanda. The question was: *What are the practices of entrepreneurial education among private higher learning institutions of Rwanda?* Questionnaire and observation checklist were used to get this information. Questionnaire was used to gauge what practice of teachers in delivering entrepreneurship education, while observation checklist contained the elements of entrepreneurship teaching that were used to determine the actual practice and the extent to which quality entrepreneurship education was practised in classrooms.

The practices of the teachers in conducting entrepreneurship education took into consideration the following aspects: students participation, students interaction in group work, learner-centered teaching approach, teacher facilitation, and development of students self-motivation. The findings collected through observation and views given by teachers through self-administered questionnaire, have shown that entrepreneurship education practices are the following: students' participation, students' interaction and teamwork, the use of learner centered approach, teacher facilitation and students' self-motivation. The findings were presented in summary table. These findings were analysed and interpreted by using mean and standard deviation in Table 4.9.

**Table 4.9: Descriptive Statistics on the Teachers' Practices**

Entrepreneurship education practices:	Descriptive Statistics					
	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic
Students participate more actively	43	2.00	4.00	3.27	.09602	.62965
Students are more interacting through group work	43	1.00	4.00	3.23	.14443	.94711
Student are at the center of the learning process	43	1.00	4.00	3.09	.12808	.83990
The teacher is facilitator	43	1.00	4.00	3.18	.14219	.93238
Motivation comes from within;students are truly interested in what they're doing	43	1.00	4.00	3.11	.12544	.82258
Average Mean				3.17		

The study used the recapitulation of all the indicators of teachers practices of entrepreneurship education by using mean and standard deviation. The findings are summarized in Table 4.9. According to this table the highest mean is that indicating that entrepreneurship education involve student students participate more actively with the average of 3.27 and avarage mean for all the indicators was calculated to be 3.17.

The above quantitative results were also supported by the qualitative findings from observation. The researcher visited some entrepreneurship education classes and the focus was on the practices of entrepreneurship education. Observational checklist

with items to observe was used. The status was measured by number 1, 2, & 3. Number 1 being the least practiced and number 3 the most practiced.

**Table 4.10: Observational Checklist**

Item to Observe	Status of answers:		
	1	2	3
Students participate more actively		√	
Students are more interacting through group work		√	
Student are at the center of the learning process	√		
The teacher is facilitator	√		
Motivation comes from within: students are truly interested in what they're doing			√

Source: Field data (2018)

Table 4.10. describes the practices of entrepreneurship education observed in some classes of entrepreneurship education and showed that students participate actively in classroom moderately, students' interactions through group work is moderately practiced, use of student- centered approach was least practiced, teachers' facilitation was least practiced, students self-motivated was most practiced. Students practice and work on the project given, individual and group work, but majority of students do not do the assignment given voluntary, but under pressure of the teacher; they do and submit, but there is no self-motivation.

It has been observed that students' participation and motivation is not yet at good level, because you find them working in groups on the projects and case studies given by teachers, but they work under pressure of the teacher. For self-learning most of the



teachers gave individual work to be submitted and marked by teacher. There was no class that was observed, students did self-assessment between them. They all depended on a mark from the teachers. Further, very few teachers gave students a chance to identify, discuss and provide solutions to social problems.

In general, it has been observed that student's role is to follow passively and actively the framework designed by the teacher. Some students in ICT department were observed working on their software which related to community problems, proposed by themselves and collaborate in their respective teams and ask questions to teacher where they find difficulties.

The most frequent practices were students in classrooms following what the teacher is teaching them, students in groups working on the task given by the teacher and individual students concentrated in case of preparation of a test or exam. This is consistent with Ruskovaara & Pihkala (2015) who did a study to analyze the practices of entrepreneurship education in schools and what role the school and the teachers were playing in determining the entrepreneurship education practices. Ruskovaara & Pihkala found that teachers did not practice entrepreneur education because they had no training in this field. They concluded that the training that the teachers received had a lot to do with how they practiced entrepreneur education. They suggested that more studies should be done in education for teachers to be more conversant with this emerging field.

#### **4.4.1 Teachers' Practice Concerning Students Participation**

Students' participation is a crucial practice for entrepreneurship education. This means that students should be on the center of the whole process of teaching, learning and

assessment. Table 4.11 shows the extent to which teachers promote students' participation to be fully part of the process.

**Table 4.11: Teachers' Views on Students' Participation**

<b>Students participate more actively:</b>	<b>Frequency</b>	<b>Percent</b>
Disagree	4	9.3
Agree	23	53.5
Strong agree	16	37.2
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

Table 4.11 reveals that teachers promote students participation in entrepreneurship education to a large extent since students are involved in all teaching learning and assessment activities which make them full participants in entrepreneurship education. The findings have shown that majority of teachers 90.7% agree that students are facilitated to participate actively in all teaching, learning and assessment activities. The rest did not have experience in involving students in teaching, learning, and assessment activities. Entrepreneurship teachers have responsibilities of engaging students and create a class environment which encourages students to participate actively.

Thus, entrepreneurship education is theoretically understood by teachers, but the practices is not yet matching with the existing philosophy and theories which have been set by the ministry of education. In this study, 90.7% of teachers agree that students participate actively in their learning preocess. Moreover, the mean of 3.27

and standard deviation of .62965 have shown that entrepreneurship teachers are positive with what they are practicing and most of them look at it in the same perspective as indicated in Table 4.9. Therefore, qualitative data from observation have shown that students' participation is moderate. This means that entrepreneurship teachers need to put more efforts in promoting entrepreneurship education. John Dewey's theory lays in a number of areas in teaching entrepreneur education. First, his belief that education must engage with and enlarge learners' experience and reflection of that experience before interaction with the environments, provides a framework for teaching from the learners' experience and stretch them to reflect and make sense of what is available in their environment practice.

#### **4.4.2 Teachers' Practices on Students' Interaction and Teamwork**

Learning is not only a relationship between the teacher and students but also students should interact in their respective groups for sharing and discussing on the issues related to their subjects. For entrepreneurship education, it is advised that the role of teacher should be to encourage interaction and teamwork. This study has asked whether teachers' practices encourage interaction and network. The results are described in Table 4.12.

**Table 4.12: Teachers' Practice Concerning Student's Interaction and Teamwork**

<b>Students are more interacting through group work</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	4	9.3
Disagree	3	7.0
Agree	15	34.9
Strong agree	21	48.8
Total	43	100.0

Source: Field Data, (2018)

Students interactions and teamworks have been investigated and teachers have given their views on this important practice. The findings showed that entrepreneurship teachers' practice in entrepreneurship education encourage students interaction, as indicated by the large number 83.7% of those who have agreed and strongly agreed to this practice. Additionally, the mean of 3.23 and standard deviation .94711 as indicated in the table 4.9. This have shown that majority of teachers help students to interact by giving them group assignments even if there are some who do not practice this as standard deviation shows.

This have been also observed that students' interactions and group work are moderately done. It has been observed that students team work in entrepreneurship education, majority of the classrooms observed, students were working in groups, some good students were found in front of their colleagues explaining and helping them in preparation of exams and tests, others making presentations of what have been done by peers in the groups.

Quality of learners has been always an important element of quality education. Therefore, this element becomes fruitful when a teacher is able to facilitate students to build a strong collaborative relationship among students. This study, the teachers' views have demonstrated that students' interaction and teamwork is practiced in entrepreneurship education provided by private higher learning institutions of Rwanda, members of ARIPES. It has been also observed that students' interaction and teamwork is moderately practiced but the only problem is that they are still missing experience.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of focusing on entrepreneurship practices in classroom by focusing on student's motivation and practices, student's teamwork, the role of teacher and the role of students in order to ensure that the system is producing the kind of citizens the country needs (REB, 2015). This is in line with Vygotsky who used a system, which is known as cooperative learning, to encourage cooperation and team work spirit within each learning group. Vygotsky believe that in any task, the members had to successfully help and empower their fellow group members understand and succeed at the task.

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team work spirit within each learning group. Vygotsky believe that in any task, the members had to successfully help and empower their fellow group members understand and succeed at the task.

#### **4.4.3 Teachers' Practices on the use of Learner Centered Approach**

Learner centered is a teaching approach which covers a big part of entrepreneurship education practices. It involves more practice on the side of students, self-learning, collaboration with classmates, etc. The study focused on whether this practice is adopted by teachers conducting entrepreneurship education in private higher learning institutions in Rwanda.

The teachers' practices reflect students centered pedagogy. This is confirmed by the majority of teachers (79.1%) agreed or strongly agreed that students are at the center of learning process. Entrepreneurship education and Learner Centered teaching approach go hand in hand.

**Table 4.13: Teachers' Practices Concerning Learner Centered Practices**

<b>Student are at the center of the learning process</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	2	4.7
Disagree	7	16.3
Agree	19	44.2
Strong agree	15	34.9
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

In this study learner centered approach the teachers views shown that learner centered approach was practiced by teachers and the observation data indicated that learner centered was least practiced. The mean of 3.09 and standard deviation of .83990 as

indicated in Table 4.9. This was consistent with percentages which showed that learner centered pedagogy is practiced but not at very satisfactory level. This shows a contradiction between teachers views and observed reality in some classrooms. This situation is critical situation which shows that entrepreneurship teachers have not yet understood properly and operationally what entrepreneurship education means, since the observed reality is different from teachers views.

This means that entrepreneurship teachers may have theoretical knowledge of entrepreneurship education pedagogy without having enough experience of applying learner centered approach. This situation is consistent with the point of view of (Dhliwayo ,2008). He argues that most of the existing entrepreneurship education curriculum emphasizes the theoretical knowledge and gives less attention to the practical application of the subject. The programs accentuate the established knowledge; however, they are frail on skill development and tacit experiences, which are critical features for nascent entrepreneurs.

It has been also observed that the role of teacher is the one who manages the class activities. He is the one who gives the class direction by providing all course material, prepare the problems to be solved by the students, provide guidelines to be followed. But in some cases, some teachers have been observed using traditional methods where they were in front of students talking and students passively and attentively following what the teacher is instructing them.

#### **4.4.4 Teachers' Practices Concerning Facilitation**

Facilitation is a methodological approach that emphasize teachers as a facilitator and not as an instructor. It is appropriate to help learners take responsibilities in teaching

and learning processes. The study investigated whether teachers' practice in entrepreneurship education is based on facilitation approach. Findings are presented in Table 4.14.

**Table 4.14: Teachers' Practices Concerning Facilitation Approach**

<b>The teacher is facilitator</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	6	14.0
Agree	14	32.6
Strong agree	20	46.5
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

Findings in Table 4.14 reveals that teachers' practice is based on facilitation approach as confirmed by majority of teachers (79.5%). Moreover the study used mean of 3.18 and standard deviation of 0.14219 as indicated in Table 4.9. It is obvious that in entrepreneurship education pedagogy, teacher is a facilitator instead of being instructor as it is done in traditional teaching. In this study, entrepreneurship teachers' views illustrate that teacher is a facilitator. Therefore, the findings from observation indicate that teacher is least a facilitator. This explain that teachers are still using traditional teaching methods even when they are teaching entrepreneurship education courses.

These findings were linked with what Aladağ (2017) found when he was assessing the views of class teachers on the strategies they use to inculcate entrepreneurship abilities. He adopted phenomenology research approach and interviewed eight classroom teachers working in primary schools in Aydın. The data of the study were collected using a semi-structured interview technique. Content analysis method was



used in the analysis of the data. Aladağ found that the views of class teachers on the strategies to develop entrepreneur skills and abilities differed.

Based the existing knowledge from the literature and the philosophy of Rwanda education system comparing to the findings from this research, it is proved that Rwanda education system has to work hand in hand with the Higher Learning Institutions of Rwanda for improving the quality of teaching, learning and assessment procedure, especially more effort should be put on what is happening in the classroom. The classroom is like industry, students come in as raw material, is the teacher who run and process the raw material(students) for finally having output (graduates with expected knowledge and skills).

Thus, the quality of process which is considered as teaching, learning and assessment which is operated by the teacher is the one determines the quality of graduates who are self-employed, innovative and equipped with employable skills. Entrepreneurship education practices in private higher learning institutions of Rwanda needs to shift from teacher centered or traditional method to learner centered approach which may contribute to the reduction of unemployment rate in Rwanda.

#### **4.4.5 Teachers' Practices Concerning Students' Self-Motivation**

Students' self-motivation is a practice that focuses on students commitment and intrinsic motivation. Teachers should create a class environment which encourage students to enjoy and their studies and work without being pushed. The study investigated whether teachers' practice in entrepreneurship education is based on students' self-motivation approach. Findings are presented in Table 4.15.

**Table 4.15: Respondents' Practices on Student's Self-motivation**

Motivation comes from within; students are truly interested in what they're doing:	Frequency	Percent
Strong disagree	3	7.0
Disagree	3	7.0
Agree	23	53.5
Strong agree	14	32.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field Data, (2018)

Finding in Table 4.15 is showing that teacher practices take into consideration Student's self-motivation by considering the level of agreement which is positive at (86.1%). and this also means that teachers create a situation whereby students motivation comes from what they are doing. The mean was also calculated and was equal to 3.11 and standard deviation of .82258 which shown also that the role of teacher is really a facilitator and most of the respondents have common understanding. This was supported by observation data which report that self motivation is the most practiced. This is in the same line with Aladağ (2017) assessed the views of class teachers on the strategies they use to inculcate entrepreneurship abilities.

He adopted phenomenology research approach and interviewed eight classroom teachers working in primary schools in Aydın. The data of the study were collected using a semi-structured interview technique. Content analysis method was used in the analysis of the data. Aladağ found that the views of class teachers on the strategies to develop entrepreneur skills and abilities differed. Some had a view that the use of drama method was the best strategy.

#### 4.5 Challenges Faced by Entrepreneurship Education Teachers

The third objective aimed at examining the challenges faced by teacher as they conduct entrepreneurship education. The general question addressed was the challenges faced by teacher as they implement entrepreneurship education. Questionnaire and interview were used to collect the information.

**Table 4.16: Descriptive Statistics on the Challenges Faced by Teachers**

Descriptive Statistics						
Challenges Faced by Entrepreneurship Teachers:	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Lack of experience, in teaching	43	1.00	4.00	2.90	.14434	.94652
Lack of education and training in teaching	43	1.00	4.00	2.88	.13398	.87856
Material and conditions of classrooms are favorable	43	1.00	4.00	2.88	.14585	.95641
Class size does not allow teacher to facilitate all students	43	1.00	4.00	3.04	.14865	.97476
Lack of consistency between Pedagogy, curriculum and exams	43	1.00	4.00	3.00	.15250	1.00000
Learner centered approach is useful for entrepreneurship education	43	1.00	4.00	3.02	.12222	.80144
Average Mean	43			2.29		

Source: Field Date, (2018)

Some of the presented challenges were proposed and captured from the secondary data which means that some challenges of HLI institutions in Rwanda are raised in reports and articles found in those universities and the major ones are the following: lack of experience in teaching, lack of training in teaching entrepreneurship education, unfavorable material, conditions of classrooms, large class size, lack of alignment between curriculum, pedagogy, and exams. Primary data were also collected and respondents' opinions are hereby presented.

Entrepreneurship education seeks to develop job creator instead of job seeker and is preferable educational model to be used. However, there are several challenges faced by teachers while practicing this approach. The findings have agreed with average mean of 2.99 that the following are the sensitive challenges academic staffs are facing while practicing entrepreneurship education. The first is lack of experience of teaching in HLIs, the second is lack of education and training in teaching, the third is working in classrooms with large numbers of students and/or with poor facilities and limited instructional resources, the fourth class size does not allow teacher to facilitate all students, the fifth lack of consistency between pedagogy curriculum and exams, sixth is learner centered approach focuses on knowledge and skills to be acquired without considering cultural background of learners and students to resist to various activities that require management.

Based on findings, the challenges faced by entrepreneurship teachers as they implement entrepreneurship education are the following: big classes, insufficiency materials, teachers training and experience, etc. But these challenges are not at high extent as it is shown by the average mean of 2.99, of teacher's views, but also

stimulated the study to look at how teachers perceptions and teachers views on their practices are positive and then at this level teachers declare that they face these challenges. This was emphasised by HOD<sub>7</sub> in the interview who said *“even if entrepreneurship teachers perceptions and practices seems to be positive, but there is still a long journey to go since they are still challenges to overcome”* (HOD<sub>7</sub>). Among those challenges we have Lack of experience, in teaching, lack education and training in teaching, material and conditions of classrooms are favorable, and class size does not allow teacher to facilitate all students.

#### 4.5.1 Challenges Related to Perceived Lack of Experience in Teaching

Sometimes, teachers involved in entrepreneurship education may lack enough experience either in teaching or in entrepreneurship. This may hinder effectiveness and efficiency in delivering entrepreneurship education. This study considered the challenges that teachers face related to lack of experience in teaching. Responses from respondents are summarized Table 4.17.

**Table 4.17: Challenges Due to Perceived Lack of Experience in Teaching**

<b>Lack of experience in teaching entrepreneurship education:</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	12	27.9
Agree	14	32.6
Strong agree	14	32.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

Table 4.17 shows that a significant number of respondents agree that there is a challenge of lacking experience among entrepreneurship teachers in private higher

learning institutions of Rwanda at the level of (65.2%). The mean of 2.90 and standard deviation of .94652 was a sign that this challenge is there as indicated in the table 4.16. This standard deviation explain that respondents have common understanding on this parameter.

The findings describe that lack of experience is one of the challenges that interferes with entrepreneurship education. Rwanda is trying to improve the quality of education at all levels including higher learning institutions by minimizing and solving completely the obstacles of entrepreneurship education, but findings has shown that lack of experience in teaching comes among the first challenges and it is really sensitive because teaching is at one side giving but at the other side receiving or learning. Which means that teacher spend more time in teaching, the more understand what is teaching and the right methodology for delivering. This has an implication the lack of experienced teacher has a very significant implication on the quality of entrepreneurship education.

This challenge is due to the fact that the history of education system of Rwanda did not give access to education to all Rwandans and higher learning institutions were very few before 1994 Genocide of Tutsi, even those who got access after 1994 genocide have not yet get experience and enough training.

This is consistent with what Ben, et al. (2012) have found that in most countries, new teachers assume virtually the same teaching responsibilities as more experienced teachers, but they report that they often lack the necessary classroom management skills for effective teaching and learning. Their classrooms often have insufficient time devoted to teaching and learning and poorer disciplinary climate.

This was also emphasised by HOD<sub>8</sub> who mentioned that:

*based on Rwanda education context and history, where 1994 Genocide of Tutsi killed more than 1 million of people, it is not easy to have experienced professors and senior staff for mentoring students and juniors staff and this is big challenges as long as entrepreneurship education is considered as an engine for social change* HOD<sub>8</sub>.

Briefly, the issue of experienced entrepreneurship teachers is still an obstacle for achieving quality entrepreneurship.

#### **4.5.2 Challenges Related to Perceived Lack of Education and Training in Teaching**

The challenge of perceived lack of education and training in teaching affects some teachers in higher learning institutions. This study investigated whether teachers face this challenge. The respondents' views are summarized in Table 4.18.

**Table 4.18: Perceived Lack of Education and Training in Teaching**

<b>Lack education and training in teaching:</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	2	4.7
Disagree	13	30.2
Agree	16	37.2
Strong agree	12	27.9
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

As described in Table 4.18 the significant number of respondents 65.1% generally agree that teachers face a challenge of lack of education and training in teaching among entrepreneurship teachers in private higher learning institutions of Rwanda.

This was consistent with the mean of 2.88 and standard deviation of .87856 as indicated in Table 4.16, which means that respondents have common understanding.

The findings describe the challenge of lack of education and training in teaching; ideal is that entrepreneurship teachers should be equipped with pedagogical skills for teaching this important course. Recently, Higher Education Council (HEC) has established a policy that whoever teaches in Higher learning institutions should have a certificate shows that he/she has followed the training of teaching in higher education so that people can be able to do their jobs with professionalism.

Therefore, the research finding has shown that the challenge of lacking education and training in teaching is still a barrier for entrepreneurship education. Ischinger (2009) reported that no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

#### **4.5.3 Challenges Related to Perceived Lack of Conducive Conditions in Classrooms**

The challenge teachers face in some institutions include perceived lack of favorable conditions in classrooms. The investigation done with entrepreneurship education teachers gave the findings presented in Table 4.19.



**Table 4.19: Perceived Lack of Favorable Conditions in Classrooms**

<b>Lack of favorable conditions of classrooms:</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	13	30.2
Agree	13	30.2
Strong agree	14	32.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

Table 4.19 shows that a significant number of respondents 62.8% agree that there is a problem of lack of favorable conditions of classrooms in private higher learning institutions of Rwanda. This was also consistent with the mean of 2.88 and standard deviation .95641 as indicated in Table 4.16. The findings describe material and conditions of classroom as very important element of entrepreneurship education. The government of Rwanda has set the norms and standards regulating material and conditions required for infrastructures and conditions of higher learning institutions.

Despite the norms and standards established by the government of Rwanda the research findings have shown that the entrepreneurship education lacks the sufficient material. This may be due to the facts that private higher learning institutions don't have enough resources and rely only on student's tuition fees. This sensitive issue has been more explained by Qaiser (2014) Physical environment refers to physical characteristics of the room. Physical classroom environment is a combination of different things i.e., lighting, temperature, ventilation system, size of the room, floor, walls, desks, chairs, rugs, whiteboards, computers etc. Teacher and students are considered the main elements of the classroom environment. Favorable physical

environment has a significant positive effect on the efficiency of any organization and acts as catalyzing agent to provide a straight way for achieving predetermined objectives of an organization. But unfortunately, physical environment in our classroom is not conducive for smooth teaching learning process resulting fatigue and frustration among the students ( $HOD_6$ ).

*The most challenging problem to me is insufficiency of materials for facilitating teaching learning and assessment procedure. In many schools, there are no sufficient infrastructure, laboratories facilitate the principle of learning by doing which leads to entrepreneurship skills. As indicated by numerical data, the heads of departments during interview have also agreed that there are challenges in implementing entrepreneurship education in higher learning institutions, especially the challenges based on the class size. ( $HOD_6$ )*

#### 4.5.4 Perceived Challenges related to Class Size

The class size may determine the effectiveness of entrepreneurship education. In private institutions, class size tends to be very large. This study examined whether teachers of entrepreneurship education face challenges related to class size. Answers to this examination are given in Table 4.20.

**Table 4.20: Perceived Challenges Related to Class Size**

<b>Challenge of class size is a problem:</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	10	23.3
Agree	12	27.9
Strong agree	18	41.9
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

Table 4.20 has revealed that a significant number of respondents 69.8% agree that there is a challenge of class size in private higher learning institutions of Rwanda. This figures are consistent with the calculated mean of 3.04 and standard deviation of .97476 as indicated in Table 4.16.

*Moreover, the HOD <sub>4</sub> has declared that the most challenging issue is big number of students in classrooms which interfere with learner centered approach by not allowing teacher to help each student. This is a challenge because most of the teachers do not have enough pedagogical skills for delivering this important subject in large classrooms.*

The findings describe the challenge of lack of education and training in teaching; Ideal is that entrepreneurship teachers should be equipped with pedagogical skills for teaching this important course. Recently, Higher Education Council (HEC) has established a policy the whoever teaches in Higher learning institutions should have a certificate shows that he/she has followed the training of teaching in higher education so that people can be able to do their jobs with professionalism.

Therefore, the research finding has shown that the challenge of lacking education and training in teaching is still a barrier for entrepreneurship education. Ischinger (2009) reported that no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

#### 4.5.5 Perceived Challenges Related to Lack of Consistency between Pedagogy, Curriculum and Assessment

There is a challenge in teaching that involves alignment of pedagogy, curriculum, and assessment. This study investigated whether entrepreneurship education teachers face this challenge. The findings are summarized in Table 4.21.

**Table 4.21: Perceived Lack of Consistency Between Pedagogy, Curriculum and Assessment**

<b>Lack of consistency between Pedagogy, curriculum and assessment</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	12	27.9
Agree	10	23.3
Strong agree	18	41.9
Total	43	100.0

Source: Field Data, (2018)

Table 4.21 reveals that a significant number of respondents 65.2%.agree the Lack of consistency between Pedagogy, curriculum and exams in private higher learning institutions of Rwanda. This was consistent with the mean of 3.00 and standard deviation of 1.00000 as indicated in Table 4.16. This standard deviation show that respondents tend to have different views.

The findings describe also lack of alignment between curriculum pedagogy and exam as very important element of formal education. In Rwanda education system had put in place the policy controlling teaching learning and assessment at each level of education to ensure the consistence in teaching. The findings especially quantitative data has indicated that there is alignment between curriculum, pedagogy, and exams which is different from the report from the head of department who supervises regularly the implementation of curriculum and control the alignment of between all

these components of learning process. This challenge is may be caused by the lack of teaching experience among entrepreneurship teacher. According to Biggs and Tang (2007) curriculum alignment at program level, that is, the constructive coherence between teaching, learning, and assessment, is crucial for the quality of teaching.

#### **4.6 Explore the Strategies Used by Entrepreneurship Teachers to Overcome the Challenges**

The fourth objective was to explore the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education. Questionnaire and interview schedule were used to collect the information from the teachers.

The major question was:

*What are the strategies that teachers in the private higher learning institutions in Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education?*

The presented findings show that respondents agreed that despite challenges faced by academic staffs while applying entrepreneurship education, they try to have coping strategies for challenge faced. For the challenge one which is a big number of students in classroom, respondents agreed with the mean of 2.88 that for overcoming challenges while using entrepreneurship education they decide to consult their supervisors before making any change. This strategy is good because the supervisors may have more information in terms of policy and regulations and has more power of dividing big classes into two or more manageable small classroom.

**Table 4.22: Descriptive Statistics on Strategies used by Teachers**

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Having confidence and trust that you are making changes for the better	43	1.00	4.00	3.25	.13350	.87541
Talking to my supervisor before I make any change	43	1.00	4.00	2.88	.13805	.90526
Seeking help from my teacher colleagues who have already used learner centered approach	43	1.00	4.00	3.32	.11393	.74709
Share your success with others in the campus	43	1.00	4.00	3.34	.11945	.78327
Average mean	43			3.17		

Source: Field data, (2018)

For the challenge number two, which is the lack of materials the academic staffs of private institutions strongly agreed with the mean of 3.34 that seeking help from their teacher colleagues who have already had the same experience can be better. They really strongly agree because this is the easiest and more productive way to overcome challenges faced by teachers while teaching entrepreneurship. This is true because team work has been an important way of handling work challenges all organization.

For the challenge number three which is taking into consideration students social and cultural background throughout learning process. Coping strategies for teacher is

having confidence and trust that they are making changes for the better; this was agreed with the mean of 3.25 which shows that academic staffs try to adapt themselves to the situation with positive attitudes that they want to produce entrepreneurs instead job seekers.

There is also strategy which can be applied for all challenges faced by entrepreneurship teachers the respondents strongly agreed with the mean of 3.34 that sharing their success with others in the campus is very helpful because this success can help others to improve their ways of teaching entrepreneurship education which is very helpful for entrepreneurial education.

For the challenge number 4; which is Lack of consistency between pedagogy, curriculum and exams, the respondents agreed with the mean of 3.06 that they prefer to consult the printed or web resources to overcome the challenge. This is a very useful way of overcoming challenges, because one of the responsibilities of academic staffs is to solve problems by using documentation and literature for finding out the experiences of others from abroad.

These challenges were consistent with the study of Okoro (2015) where he investigated teachers' perceptions of constraints facing the teaching of entrepreneurship education in colleges of education in South Nigeria. A research question was raised and three hypotheses were formulated for the study. A descriptive survey design was used for the study. The researcher used a questionnaire which had 24 items. Okoro, (2015) found that there was ineffective monitoring, ineffective evaluation, insufficient time, poor welfare package and inadequate teaching facilities.

He recommended that adequate teaching facilities should be provided by the school authorities to enhance quality teaching of entrepreneurship education. Adequate teachers should also be employed by school authorities.

#### 4.6.1 Perceived Improvement of Teachers' Confidence

Teachers' improved confidence is among strategies used to overcome challenges that teachers face in entrepreneurship education. The study investigated whether teachers use this strategy in their institutions. The answers given are summarized in Table 4.23.

**Table 4.23: Perceived Teachers' Confidence**

<b>Improved Teachers' Confidence</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	3	7.0
Agree	17	39.5
Strong agree	20	46.5
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data,(2018)

Table 4.24 shows that a significant number 85% of respondents agree that having confidence and trusting that they can make changes this can help them to overcome the challenges when they teach entrepreneurship in private higher learning institutions of Rwanda.

The finding describes the teacher's confidence and trust which helps them to overcome the challenges they face when they teach entrepreneurship education courses. This was also shown by the mean of 3.25 and standard deviation of .87541 as indicated in Table 4.23. This goes hand in hand with the personality that a teacher



should have. This is also reflected in work ethics of teacher, and this human quality is more personal than collective.

In the findings of this study, teachers accept that confidence and trust of making changes for the better helps in coping with challenges of entrepreneurship teaching. Nias (1989) introduced the notion of teachers having a personal image of themselves and their efforts to live that image or vision out authentically in their classroom and their school context was identified as central to our understanding of just why teachers did what they did and therefore was an important idea in understanding ‘success’ and effectiveness and overcoming the challenges faced in teaching learning and assessment.

#### **4.6.2 Perceived Consultation with Supervisor**

Consultation with supervisors is one of the strategies that are used to overcome challenges. This study investigated whether the perceived consultation with supervisors was used as by teachers in private learning institutions in Rwanda to overcome challenges that they face in entrepreneurship education. Responses to this investigation are summarized in Table 4.24.

**Table 4.24: Perceived Consultation with Supervisor**

<b>Talking to my supervisor before making any change</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	4	9.3
Disagree	8	18.6
Agree	20	46.5
Strong agree	11	25.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data, (2018)

Majority of respondents agree that they can overcome challenges by having Consultation with the supervisor. The table shows that majority of respondents 72.1% agree that consultation with supervisor can be a good way to overcome the challenges when they teach entrepreneurship in private higher learning institutions of Rwanda. Therefore, the study found of 3.25 and standard deviation of .87541 as indicated in Table 4.23, which shows the level of common understanding among respondents.

The findings describe consultation with supervisor as way of teachers use to overcome challenges faced by teachers when they are implementing entrepreneurship education. It is ideal that whenever employee get challenged should consult his /her supervisor for help. There is also a need for mentorship from more knowledgeable and experienced supervisor or colleagues.

DoE (2008) state that mentoring is a process whereby challenges are addressed and skills are acquired to improve teaching and learning it is through mentoring that educators grow in their subject field. Thus, improving teaching and learning. Lord et All (2008) further argue that mentoring is linked to the professional development of an individual person.

#### **4.6.3 Perceived Consultation of web or Printed Resources**

The strategy of consultation of web or printed resources has been used to overcome challenges by different teachers in the world. The teachers in private higher learning institutions in Rwanda were also asked whether they use this strategy to overcome challenges they face in entrepreneurship education. The responses are summarized in Table 4.25.

**Table 4.25: Perceived Consultation of Web or Printed Resources**

<b>Consult the printed or web resources to overcome the challenge</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	3	7.0
Disagree	5	11.6
Agree	21	48.8
Strong agree	14	32.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Field data,(2018)

According to Table 4.25 shows that majority of respondents (81.4%) agree that consultation of web or printed resources can be a good way to overcome the challenges when they teach entrepreneurship in private higher learning institutions of Rwanda. The mean and standard deviation was also culculated to show the variation of ideas and the mean of 2.88 and standard deviation of .90526 were found and this shows that respondents tend to have common understanding on the point.

#### **4.6.4 Seeking help from Colleague Teachers**

Sometimes colleague teachers are resourceful in addressing challenges that teachers face in delivering entrepreneurship education. This study assessed whethers teachers consult their colleagues to address the challenges they face. The answers to this question were summarized in Table 4.26.

**Table 4.26: Strategies of Respondents on Seeking of help from Teacher Colleagues**

<b>Seeking help from my teacher colleagues:</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	2	4.7
Disagree	1	2.3
Agree	21	48.8
Strong agree	19	44.2
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Researcher

Table 4.26 prove that majority of respondents (93%) agree that seeking help from teacher colleagues can be a good way to overcome the challenges when they teach entrepreneurship in private higher learning institutions of Rwanda. The mean of 3.32 and standard deviation .74709 as indicated in the table 4.23, and showed that respondents accepted this strategy is used and they to have a common understanding on this point.

The finding describes that seeking help from teacher colleagues was another way of handling challenge faced by entrepreneurship teachers. This involves collaborative teaching which is encouraged by the government where it is requested that people should cooperate in their daily business the research findings have shown that entrepreneurship teachers agree that seeking help from teacher colleague is a good a strategy to overcome challenges faced by entrepreneurship teacher. The head of department was explaining on behalf of teachers that many teachers have said most of what they do in teaching was learnt from colleagues. The research revealed also that.

#### **4.6.5 Sharing of Success with others in the Campus**

Sharing of success with others in the campus is one strategy that is used to overcome challenges in entrepreneurship education. This study assessed this aspect in reference to entrepreneurship education in private learning institutions in Rwanda. Findings are summarized in Table 4.27.

Table 4.27 prove that majority of respondents (86.1%) agree that Seeking help from teacher colleagues can be a good way to overcome the challenges when they teach entrepreneurship in private higher learning institutions of Rwanda. The mean of 3.34

and standard deviation of .78327 was showing that respondents agreed on the strategies and their points of views are not very different.

**Table 4.27: Strategies of Respondents on the Sharing of Success with others in the Campus**

<b>Overcoming challenges by sharing your success with others in the campus:</b>	<b>Frequency</b>	<b>Percent</b>
Strong disagree	1	2.3
Disagree	5	11.6
Agree	15	34.9
Strong agree	22	51.2
Total	43	100.0

Source: Field data, (2018)

The finding describes that seeking help from teacher colleagues was another way of handling challenge faced by entrepreneurship teachers. This involves collaborative teaching which is encouraged by the government where it is requested that people should cooperate in their daily business the research findings have shown that entrepreneurship teachers agree that seeking help from teacher colleague is a good a strategy to overcome challenges faced by entrepreneurship teacher. The head of department was explaining on behalf of teachers that many teachers have said most of what they do in teaching was learnt from colleagues. The research revealed also that.

#### **4.7 Chapter Summary**

This chapter presented the data collected and transcribed directly from the field concerning the assessment of the teachers' perception about entrepreneurial education in private higher learning institutions of Rwanda, member of ORIPES. The findings

have shown that most teachers have positive perceptions and they could identify appropriate skills needed for developing entrepreneurs. Also, in the examination of the actual practice of entrepreneurship education among private higher learning institutions of Rwanda found that in most classrooms, teachers were applying appropriate pedagogical skills for entrepreneurship education.

However, the challenges that the private higher learning institutions of Rwanda face as they practice entrepreneurship education were found to be big classes, insufficiency materials, teachers training and experience, etc. But these challenges are not at high extent as it is shown by the average mean of 2.99, of teacher's views.

To minimize these challenges, teachers used various strategies such as: having confidence and trust that you are making changes for the better, talking to their supervisors before making any change, consult the printed or web resources to overcome the challenge, seeking help from my teacher colleagues who have already used, share your success stories with others in the campus. The next chapter will give the summary of findings, conclusions and recommendations.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter five has presented and discussed the findings on the major themes advanced by the study. This chapter concludes the study and presents its contribution to the existing body of knowledge about the entrepreneurship education in private higher learning institutions of Rwanda. The chapter constitutes four major sections: the study summary, conclusion and recommendations.

#### **5.2 Summary of the Study**

Generally, the study intended to find out the teacher perceptions and practices of entrepreneurship education in private higher learning institutions in Rwanda members of ORIPES. Specifically, the study focused on assessing the teacher's perceptions of entrepreneurial education in private higher learning institutions of Rwanda members of ORIPES; examining the practices of entrepreneurship education among private higher learning institutions of Rwanda members of ORIPES; examining the challenges that the private higher learning institutions of Rwanda members of ORIPES, face as they practice entrepreneurship education; and on exploring the strategies that the private higher learning institutions of Rwanda members of ORIPES use to minimize the challenges they encounter in practicing entrepreneurship education.

The results revealed that concerning the issue of teacher's perceptions, they perceive positively the way entrepreneurship education is being implemented in private higher

learning institutions. This has been evidenced by the average mean of 3.33. This shows that teachers have, in general, strong agreement on proposed views on the use of entrepreneurship education. These positive perceptions of teachers on entrepreneurship education were a bit different with those of the heads of departments who are in charge of daily monitoring of teaching, learning and assessment.

Concerning the practices of entrepreneurship education among private higher learning institutions of Rwanda, the average mean of 3.17 revealed that generally teachers agreed that most characteristics of entrepreneurship education practices are available in private higher learning institutions members of ORIPES of Rwanda; this also gives a good picture that entrepreneurial education is well practiced in private higher learning institutions as stipulated in Rwanda 2020 vision and EDPRS.

Furthermore, the research has examined challenges faced by teachers while implementing entrepreneurship education in private higher learning institutions. The findings proved that teachers agreed with the average mean of 2.29 that they face challenges when they are teaching entrepreneurship. Finally, respondents agreed with the average mean of 3.17 that despite several challenges, teachers try different strategies for overcoming those challenges. This was also approved by heads of departments and observed in same classrooms.

### **5.3 Contribution of the Study**

This study has contributed to expanding the body of literature. It contributes in narrowing the existing gaps in entrepreneurship education literature. The study provides insights of interest to higher education policies and practices, practitioners in



the field of entrepreneurship education, and those in the educational planning in general to set strategies to improve entrepreneurship education as tool for sustainable development. Also the study shows the way forward of entrepreneurship education, since it highlight the perceptions, practices, challenges and strategies used to overcome the challenges.

In terms of contribution to literature, this study has helped to narrow the gap of literature in the area of entrepreneurship education in higher education and pushed further what other scholars need to investigate in the field of entrepreneurship education in higher education. This means that future studies in this area need to find new gaps to fill in order to make further contributions to knowledge. In this way, the frontiers of knowledge of entrepreneurship education in higher education will continue to expand. In filling the gaps that existed in the literature, it was noted that the aim of entrepreneurship education in higher education was to produce the candidate who will be more innovative, self-confident, self-reliant, who contribute to the vision of the country which is knowledge economy based. This means that higher education institutions ought to put more effort in entrepreneurship education by reviewing their curriculum and in other operations. This study attempted to fill this gap by investigating and finding out the approach's universities can use to implement properly entrepreneurship education.

With regard to theoretical contributions, this study was based on experimental learning of various concepts. It extended the experimental learning theory by specifying the roles of providing a framework for teaching from the learners' experience and stretch them to reflect and make a sense of what is available in

environment by being more creative and innovative. Secondary, encouraging democratic value in education so that all learners may share their knowledge to transform their society. This take us to the understanding of how entrepreneurship education can be taught by looking at the teacher perceptions and practices of entrepreneurship education by using collaborative, reflective and democratic strategies and project-based approach.

Furthermore, this study contributes to the conceptual understanding of entrepreneurship education. The research reveals that entrepreneurship teacher may not have right perception of entrepreneurship education since their attitudes are not fully complying with pedagogy of entrepreneurship education. This new knowledge with others from different research questions of this study have contributed a lot, and new recommendations were given. This is done in conjunction with facilitating a better understanding of entrepreneurship education among teachers within HIs, which, besides capacitating them to implementing entrepreneurship education, it may also, help them to improve their teaching and learning practices in general.

#### **5.4 Conclusion to the Study**

This study on teachers' perceptions and practices in private higher learning institutions in Rwanda can be concluded by saying that since the majority of teachers have positive perceptions on entrepreneurship education and know how to practice entrepreneurship education, and since there are still challenges that persist in entrepreneurship education and not all teachers are taking proper measures to address these challenges; it can therefore be concluded that although the government is seeking to have young people who can be involved in self-employment and engage

into entrepreneurial activities; still these skills cannot be enhanced without creating proper conditions of teaching and learning in higher learning institutions; the work of teachers has been considerable but with the current trends of challenges, nothing substantial will be achieved unless more efforts are put into promoting proper pedagogical skills, exposure of teachers to new ways of teaching, improved classroom management and aligning curriculum, teaching and assessment. In a nutshell, teachers are knowledgeable and skilled but need to practice more for entrepreneurship education to become a culture and a reality in Rwanda.

## **5.5 Recommendations**

### **5.5.1 Recommendation for Policy Action**

Basing on the findings showing that only 20.9%, are the ones who have training on special methodology of teaching in higher learning institutions, there is a need of policy which requires that all academic staff should have training on pedagogical skills of teaching in higher learning institutions. i.e.: Having knowledge of entrepreneurial education is one thing and having skills for delivering is the other thing.

For entrepreneurial education classes, there is a need to address dilemmas in the implementation of entrepreneurship education while applying learner centered approaches. The dilemmas include: class sizes, curriculum design, and teacher shortage; shortage of instructional resources and facilities; and the medium of instruction.

### **5.5.2 Recommendations for Entrepreneurship Practitioners**

Practically, the Principals and Vice chancellors of private higher learning institutions, should give the entrepreneurship and related courses to the right teacher whom are equipped with teaching experience, well trained in the area of entrepreneurship and related field.

Regular supervision and monitoring of teaching, learning and assessment in private higher learning institutions. Higher Learning Institutions management is advised to comply with the norms and standards governing teaching learning and assessment in higher learning institutions. This will contribute to minimization of challenges faced by entrepreneurship education.

The government of Rwanda through ministry of education is advised to establish the policy regarding implementation of entrepreneurship education since this is tool for economic development of the country.

### **5.5.3 Recommendations for Further Studies**

The study recommends the following for further studies:

- (i) To explore the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education.
- (ii) The scope of implementation of entrepreneurship education in public higher learning institutions

- (iii) The role of educational policies in promoting entrepreneurial education in higher learning institutions of Rwanda.
- (iv) The contribution of learner centered approach in promoting entrepreneurial skills among students in higher learning institutions.

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## APPENDICES

### Appendix I: Questionnaire

#### QUESTIONNAIRE ADDRESSED TO ENTREPRENEURSHIP EDUCATION TEACHERS

Dear respondent, you are humbly requested to rate your views of applicability of Entrepreneurship Education in your higher learning institution. The information given will be used for academic purpose only and confidentiality is assured.

The Rating Scale:

5: I strongly agree with this statement (SA).

4: I agree with this statement (A).

3: I disagree with this statement (D).

2: I strongly disagree with this statement (SD).

1: Neutral

Select ONE of the following for each item in each category, corresponding with your opinion.

Identification of Respondents

Gender of respondents

Female ☐

Male ☐

2. Qualification: PhD ☐ Masters ☐ Bachelor ☐

3. Academic Rank: a. Professor ☐ b. Associate Prof ☐ C.Senior ☐

Lecturer

d. Lecturer ☐ f. Assistant Lecturer ☐ i. Tutorial Assistant ☐

4. Areas of specialization: a. Entrepreneurship ☐ b. Business ☐ c. ☐

Education

d. If there is any other area of specialization, specify.....

5. Which course /Module/Unit do you teach? a. Entrepreneurship ☐ Project

Management ☐ c. Business Planning ☐ d. Field based course ☐

f. Laboratory based course ☐

5. Do you have any teaching training? ☐

a. Teaching is my area of specialization (education) ☐

b. I have Diploma of teaching in higher learning institutions ☐

c. I did education/pedagogy at undergraduate level ☐

d. If there is any other teaching training, specify.....

Item	SA	A	D	SD
<b><i>I. Perceptions of teacher on entrepreneurship education</i></b>				
With Entrepreneurship education, the student educational background is respected				
With Entrepreneurship education students are learning the skills necessary for problem solving and becoming responsible citizens.				
Entrepreneurship education classrooms empower students and making them creative and innovative				
Entrepreneurship education gives students ownership over their learning and helps them make necessary decisions				
Entrepreneurship education helps students to perform better academically				
Entrepreneurship education helps students to improve his/her self confidence				
Entrepreneurship education helps students to acquire Leadership and communication skills				
Entrepreneurship education helps students to acquire networking skills, and making professional contacts				
Entrepreneurship education Increase student engagement with				

the content				
Entrepreneurship education Increased student learning and long-term retention				
<b>2. Practices of entrepreneurship education</b>				
Students participate more actively				
Students are more interacting through group work				
Student are at the center of the learning process				
Students seek out knowledge and understanding rather than being given by the teacher only				
The teacher is facilitator				
Motivation comes from within; students are truly interested in what they're doing				
Power is decentralized in the classroom in order to make room for everyone's empowerment.				
<b>3. Challenges faced by entrepreneurship education teachers</b>				
Lack of experience, in teaching				
Lack education and training in teaching				
Material and conditions of classrooms are favorable				
Class size does not allow teacher to facilitate all students				



Lack of consistency between Pedagogy, curriculum and exams				
Entrepreneurship Education focus on knowledge and skills to be acquired without considering cultural background of learners				
Students to persistency to various activities requires interactions				
<b><i>1. Strategies for overcoming entrepreneurship education challenges</i></b>				
Have confidence and trust that you are making changes for the better				
Talking to my supervisor before I make any change				
Consult the printed or web resources to overcome the challenge				
Seeking help from my teacher colleagues who have already used learner centered approach				
Share your success with others in the campus				

Thank you

**Appendix II: Observation Checklist**

For practices of entrepreneurship education, the researcher will observe the following:

- a) Students participate more actively
- b) Students are more interacting through group work
- c) Student are at the center of the learning process
- d) The teacher is facilitator
- e) Students are truly interested in what they're doing, (Motivation comes from within)

### **Appendix III: Interview Guide for Heads of Departments**

1. How do you find teacher perceptions of entrepreneurship education in your department when you are implementing curriculum in terms of:

- a) Respect of Student educational background
- b) Teaching for problem solving skills.
- c) Teaching for problem solving skills.
- d) Teaching for problem solving skills.
- e) Teaching for problem solving skills
- f) Development of creative and innovative ideas
- g) Students' ownership over their learning and helps them make necessary decisions

1. What are the practices of entrepreneurship education found among teachers working under your supervision?

- a) Do entrepreneurship teachers give students enough time to participate in their class activities?
- b) To what extent students are given time for interacting through group work?
- c) To what extent are students at the center of the learning process?
- d) How is the role played the teacher?
- e) To what extent are students self motivated?

2. What are the challenges that private higher learning institutions of Rwanda are facing as they practice entrepreneurship education?
  - a) Students participate more actively
  - b) Students are more interacting through group work
  - c) Student are at the center of the learning process
  - d) The teacher is facilitator
  - e) Motivation comes from within; students are truly interested in what they're doing
3. What are the strategies that the private higher learning institutions of Rwanda use to minimize the challenges they encounter in practicing entrepreneurship education?

## Appendix IV: Research Clearance

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES**

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101  
 Fax: 255-22-2668759,  
 E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

4/06/2015

TO WHOM IT MAY CONCERN

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology. The purpose of this letter is to introduce to you **Mr. HAKIZIMANA Emmanuel** with **REG. HD/E/1126/R.13** who is a PhD student at the Open University of Tanzania. By this letter, **Mr. HAKIZIMANA Emmanuel** has been granted clearance to conduct research in the country. The title of the research is **"TEACHERS' PERCEPTIONS AND PRACTICES OF ENTREPRENEURSHIP EDUCATION IN PRIVATE HIGHER LEARNING INSTITUTIONS IN RWANDA"**. The research will be conducted in **Private Higher Learning Institutions in Rwanda members of RIPES..**

The period which this permission has been granted is from 08/06/2015 to 07/08/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
 Yours sincerely,

**Prof Shaban Mbogo**

**For: VICE CHANCELLOR**

**THE OPEN UNIVERSITY OF TANZANIA**

*Received on 8/06/2015*



## Appendix V: Data Collection Permission



ORGANISATION RWANDAISE D'INSTITUTIONS PRIVÉES D'ENSEIGNEMENT SUPÉRIEUR  
RWANDAN ORGANIZATION OF PRIVATE INSTITUTIONS OF HIGHER LEARNING

The « Rwandan Organization of Private Higher Learning Institutions (ORIPES) » has been recognized by Ministerial Order N°130/68 11 of 12/10/2006

Kigali 12/06/2015

**RE: HAKIZIMANA EMMANUEL**

Reference is made to Clearance Letter you have been given by Open University of Tanzania on 4/06/2015; with purpose of facilitating you to carry out your study entitled: "TEACHERS' PERCEPTIONS AND PRACTICES OF ENTREPRENEURSHIP EDUCATION IN PRIVATE HIGHER LEARNING INSTITUTIONS IN RWANDA" whereby the research will be conducted in Private Higher Learning Institutions in Rwanda, members of ORIPES.

I'm pleased to inform you that the management of ORIPES has allowed you to carry out your research activities in 8 private higher learning institutions members of ORIPES.

Thank you for choosing ORIPES as your areas of study.

Yours Sincerely.

Dr. Jean Ngamije

President of ORIPES



## Appendix VI: Published Papers

East African Journal of Science and Technology, Vol.9 Issue1, 2019 Emmanuel H.&Elinami V. Swai (P.19-40)

### ENTREPRENEURSHIP EDUCATION IN PRIVATE HIGHER LEARNING INSTITUTIONS OF RWANDA: TEACHER PERSPECTIVE

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#### Abstract

*The aim of this paper was to examine the perception of teacher on entrepreneurship education among private higher learning institutions of Rwanda. The research used cross- section design, both qualitative and quantitative data were collected. Self-administered questionnaire was used to collect quantitative data, interview was given to the heads of departements for collecting qualitative data. The findings prove that entrepreneurship teacher may not have right perception of entrepreneurship education since their attitudes are not fully complying with pedagogy of entrepreneurship education as it has been explained by the heads of departments in the interview. The study has recommended that entrepreneurship teachers should be given enough trainings and exposure so that they may be able to understand and perceive it correctly and then implement it properly.*

**Key Words:** Teacher Perception, Entrepreneurial Education.

## 1. INTRODUCTION

Entrepreneurial education has received a growing recognition in the field of education that it can contribute toward the creation of an enterprise culture but how teachers perceive it and teach to create such culture remains unclear (Kuratko, 2003; Solomon, Duffy, and Tarabishy, (2002). Further, the literature is silent on the characters of learners more prone to become entrepreneurs and the larger context to support graduate entrepreneurs (Savickas 2002).

Many higher learning institutions have seen the importance of teaching entrepreneurship education, and many insist that entrepreneur education provide students with new ideas, skills and the ability to think and respond entrepreneurially to societal challenges (Bikse; Lusena-Ezera; Rivza and Volkova, 2016). Others (see for example, Sternberg and Wennekers, 2005; and Holcombe, 2006) see entrepreneur skills as necessary for the improvement of social and economic performance.

Alberti, *et al.* (2004:5) defines entrepreneurship education as the structured formal conveyance of competencies. These competencies include, skills and mental awareness to

facilitate the process of starting and developing their growth-oriented ventures. According to Brown (2000) entrepreneurship education can be viewed in terms of characteristics that can be engendered to help students to develop new and innovative ideas.

Over the past century, society has required schools to prepare students for competences so they can negotiate in an increasingly complex set of social and economic realities (Christensen, 2008; National Academies of Science 2007). In response to these requirements and changes, educators have developed new approaches to the provisioning of education, moving away from the notion of providing knowledge to students, to providing students with the strategies to process the knowledge. This new approach provides to the learners, an active, individualized, and engaging learning experience: an experience which the teacher facilitates but does not dominate. One of the more popular descriptors of this approach is student-centered learning.

In the field of education, teaching from content/teacher centered has changed to teaching from learner centered approach. This approach allows students to become



active in learning and construct knowledge on their own. Developing entrepreneurs in this way, requires that teachers help the students to think beyond the subject matter.

The elements of learner centered approach to teaching can be traced back to twentieth century when three philosophers, a Russian sociologist Lev Vygotsky, a Swiss psychologist Jean Piaget, and American philosopher and educator John Dewey advocated for a program called constructivism. Constructivism is a belief that knowledge is temporary, nonobjective, internally constructed, and socio-culturally mediated (Hendry, Framer, and Walker 1999). This was a move from the belief that knowledge could be discovered and transmitted from the teacher to the learners. The new move conceptualizes knowledge as actively constructed as learners make sense of their experiences in relation to the subject matter (MacLellan and Soden 2004). In a class that view knowledge as socially constructed, learners are assumed to be active constructing their own meaning and understanding of the issues under discussion. Today, Learner centered approach is the most teaching method

used all over the world to permit the learners to make sense of their daily experiences.

Scholars and philosophers such as Dewey, Freire, Giroux, McLaren, and Shor, consider entrepreneurship education as that which can help solve social problems (Freire, 1970); help think critically and with autonomy (Simon, 1992; Kanpol, 1994; McLaren, 1994). An entrepreneurship educator therefore is supposed to view students as creators of knowledge, as problem solvers and as critical and autonomous thinkers.

There are some scholars (see for example Cope and Watts, 2000) who suggest the link between entrepreneur education and learner-centered teaching approach. These scholars suggest that entrepreneurs learn primarily through learning-by doing and reflection. Minniti and Bygrave (2001) for example assert that learning how to be entrepreneur can only be acquired through learning by doing or direct observation and participation in an activity. Gendron (2004) adds to that debate, saying, 'entrepreneur educators can continuously improve the teaching and device ways to encourage the learners to actively participate in the knowledge construction.

Student-centered learning and entrepreneurship thinking both focus on developing the competences, rather than teaching the subject matter. As Briggs (1994) suggest, student-centered learning rejects dualism, in that, moving the learner from the position of object of knowledge to that of a knower. An object of knowledge here, as Cetina (2001) calls, is a situation where students are perceived as tabula rasa and in need to knowledge, rather than active and with capacity to construct knowledge. The characteristic of learners may change from one to another due to their experiences, motivation and aspirations. This means that, not all learners can become entrepreneurs.

As discussed in the introductory section, outside of the important role assigned to entrepreneurship education, the idea seems to be difficult to define precisely. Interest groups in the discussion of entrepreneurship education include business and industry, people in the politics, and engineers. These have revealed varying conceptions of entrepreneurship education. Business and industry, for example, relate entrepreneurship education with student-led enquiry and discovery that enable

them to turn ideas into action (Lamsa et al. 2008). Entrepreneur education from business is seen as a mechanism for changing the attitudes, values and intentions of students.

People in politics complain that education that does not create competition in learners and solve unemployment and reduce poverty serves no one. Following the millennium development (MDGs) and education for all (EFA) goals, emphasis from the politicians has been more on changing students' attitudes towards sustainable development and ethical values (Lopez et al., 2005). In other words, entrepreneurship education from the political point of view, is that which can develop in the learners, the knowledge, skills, perspectives and values necessary to assume responsibility for creating and enjoying a sustainable future (Abdone, 2016).

Engineers consider entrepreneurship education as a mechanism to develop the capacity and willingness "to develop, organize and manage a business venture along with any of its risks in order to make a profit" (Business Dictionary, 2015). Entrepreneurial education in the frame of engineers is considered as the one that helps students to be creative and

innovative in identifying opportunities, evaluating resources and starting a project. This go along with leadership skills, confidence, and ability to manage resources (Doboliet *al*, 2010). It is an education that helps students to look out for problems that have market potential and design marketable projects (Lumsdaine&Binks, 2003).

In their study on Entrepreneurship Education Research Bechard&Gregoire (2005) identified three ways in which teaching entrepreneurship is done in higher learning institutions. These included teaching the social and economic roles of entrepreneurship education for individuals and society, restructuring teaching by the use of multimedia to systematically provide entrepreneurship education, direct teaching entrepreneurship content matter; and considering the needs of individual students in structuring teaching. This study considers entrepreneurship education as the process of inculcating the knowledge, skills and values to the learners to develop innovative ideas and transforms them to profitable activities. It is the process of bringing together creative and innovative ideas to create wealth. As a Nigerian scholar points out,

entrepreneurship education is a process of bringing together the factors of production, which include land, labor and capital so as to provide a product or service for public consumption (Nwangwu, 2007).

This framework is explained in details in chapter two and in the concluding discussion. However, knowing the complexity of entrepreneurship education, the framework is not only restricted to the notions of creativity and innovation but they are discussed from the perceptions of this author. In this sense, different perceptions of entrepreneurship education can exist depending on how individual teachers perceive it. And from the fact that the aims and purposes of education vary from one teacher to another, it is evident that, the perceptions of entrepreneurship education remain relative and personal.

Thus, the perceptions of entrepreneurship education are used in this study from the worldviews of educators, business and industry, people in the politics, and engineers.

Based on the understanding that the current teaching has shifted from content or teacher based to learner centered to allow for the development of critical

thinking and entrepreneur skills, different studies can be conducted in its various components, such as teaching methodologies, learner characteristics and the larger context in which the graduates have to practice their learned skills. However, in order to obtain a deep understanding, it is important to research entrepreneurship education from the perspective of people's understanding. Thus, research on how teachers conceive entrepreneur education is needed to capture their understanding and suggestions for improvement (Gvaramadze, 2008). In this investigation, teachers are chosen because they are the main implementers of the curriculum and most of the realities and challenges discussed above need their attention. In their teaching, they experience various realities in schools that sometimes are not understood by the outside world. Teachers in Rwanda for example, have been criticized as ineffective in developing critical thinkers with abilities to solve problems or become entrepreneurs.

In addition, society is accused of not acknowledging the knowledge gained from higher education and support the graduates to practice their knowledge and

skill, and thus create a mass of unemployed graduates (Swai, 2014).

Realizing the importance of entrepreneurship development in the country, The Ministry of National Education in Rwanda requires academic programs in institutions of higher learning (IHL) to have entrepreneurship education in order to produce graduates who have acquired entrepreneurial skills. This new direction by the Ministry of Education in Rwanda sets the path for the review and revision of all the educational programmes to develop entrepreneurial talents among its graduates.

However, employment creation in Rwanda has featured extensively on the government's agenda, then on the skills that the youths possess. While the key characteristics of entrepreneurs focusing on economic progress (cf. Woods and Woods 2009), risk-taking and competition (see Vesala, Peura, and McElwee 2007), the National Development Plan in Rwanda lists employment creation focusing on four major goals including: reviving and sustaining economic growth, reducing inequalities in income distribution and eradicating poverty. This means that education system, which focus on

developing a culture of entrepreneurship is in contradiction with the national goals of equality of opportunity, cooperation, democratic participation, and welfare (Antikainen 2006). No wonder over the past five years' unemployment in Rwanda has increased from 30% to 34.8% (Ministry of Labor).

With an economic growth rate of three percent per annum, it does not seem that this problem will be solved in the near future. Based on this information, it would seem that little or no job opportunities will be available in the near future for the unemployed, school leavers, and tertiary educated leavers. A logical approach to solve this would be to follow the direction envisaged in the NDP, to encourage job creation.

Although many higher learning institutions in Rwanda are currently in the process of revising their curricula to provide appropriate training programmes to meet the demand of fostering the Small, Medium, and Micro Enterprises (SMME), teachers have not been consulted to provide their views on how entrepreneurship education should be taught or what approach should be taken to teach entrepreneurship education. The current enterprise density of Rwanda is

below two percent, this is relatively low compared to other countries in the east African Community (EAC), such as Tanzania (2%), Kenya (3.3%), and Uganda (4.1%) (Ntsika, 1997:18). Appropriate teaching of entrepreneurial education reflects scope for new venture creation in Rwanda. This gives rise to an opportunity to develop and introduce courses in entrepreneurship in higher learning institutions and using appropriate teaching methods.

Challenges among graduates in higher learning institutions has also been voiced in India. Studies by Rao, Joshi, Mathur, &Sahoo, (2014a) and the World Bank, (2008) suggest that most graduates completing higher education in India find it very difficult to make the transition to the labor market, and many face unemployment despite their qualifications. Furthermore, the studies show that only a minority actively seek self-employment as an alternative means of earning their living (World Bank, 2008). A study by Kumar, (2016) found that employers find that many graduates are inadequately prepared to run a business because they have not been trained as multi-skilled workers and lack

exposure to the commercial skills that are required to perform as business persons

From the background of this study it is noticeable that even if Rwandan education system is trying to enhance entrepreneurial skills, competencies and attitudes necessary to embrace entrepreneurship, is still too low. However, the literature showed that many teachers use traditional methodology and have wrong perception about how to teach this important competence. Given the pivotal role that entrepreneurial education can play in revamping the economy, it is essential to document how teachers perceive entrepreneurial education and teach it in higher learning institutions in Rwanda. Detailed descriptions of entrepreneurial education teachers' perspectives, beliefs, and, instructional practices are needed if the profession is to assess accurately the nature of entrepreneurial education and to determine where, when, and how changes might be made. A large number of empirical studies have also showed that teachers' conceptions play a significant role in framing the ways they plan, implement, and evaluate the curriculum (Hancock and Gallard 2004).

The main problem of this study, is to examine the perceptions of entrepreneurship teachers on entrepreneurship education.

## METHODOLOGY

The methodology presents the research design, research site, the population and sampling techniques as well as research instruments, data collection methods, data analysis plan and presentation.

The target population of the study were entrepreneurship teachers and related courses such as project management, business plans elected from 8 private selected private higher learning institutions of Rwanda united in association called ARPES. (Association Rwandaise d'Institutions Privees d'Enseignement Superieur).

This study used a universal sampling and focused on lecturers of entrepreneurship course in each private Higher Learning Institution concerned by this research. The number of academic staffs investigated in each HLI depended on how many classes of entrepreneurship and related courses. Since the population was small even less than 100 the researcher decided to use the entire population as a sample, which is termed

as universal sampling as indicated in the table below:

**Table 1: *Number of respondents participated by Institutions***

<b>Private Higher Learning Institutions Members of ARIPEs</b>	<b>Number of academic Staffs concerned by Research</b>
1. UNILAK	5
2. UTAB	4
3. UNIK	3
4. UNES	8
5. UTB	7
6. UoG	6
7. CUR	5
8. PIAS	5
<b>Total</b>	<b>43</b>

**Source: Researcher**

The chapter also presents the ethical consideration, validity and reliability issues. The study used multiple case studies design, the data well collected through questionnaire administered to entrepreneurship teachers and related courses, the HLIs members of this association are 8 located in different provinces and districts of Rwanda.

The data were collected by means of self-administered questionnaires, personal interviews, telephone interviews, observation and document review.

Data were both collected qualitative and quantitative nature. Quantitative data were analyzed by using percentage to analyze demographic data of respondents which were gender of respondents, qualification, teacher specialization, course taught, ... The mean was used for analyzing the data related to the achievement of research objective. The mean helped to assess the level by which teachers perceive entrepreneurship education.

The scale range interpretation of mean was used as follow.

4 -Strong Agree 3.26-4.00

3 -Agree 2.51-3.25

2 -Disagree 1.76-2.5

1 Strong disagree 1.0-1.75

Narrative data, mostly in the form of words, phrases, sentences were analyzed using deductive approach whereby the content were analyzed by grouping data by research questions /objectives, then looking for differences and similarities.

Validity was tested verified and adjusted by four experts in research for assessing relevant items of the questionnaire with the purpose of research. Content validity Index (CVI coefficient which is inferior or equal to 0.70 and then the instrument would be valid (Ocheng, 2009)

CVI Total number of relevant items in the instrument

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Total number of the item in the instruments

Without considering demographical data of responding part of the questionnaire, Items rated relevant by all experts combined, which is in this study are 24 and then divide by the total number of ratings which is 29:  $24/29 = 0.82$  which is higher than 0.70 This shows that the questionnaire used is more valid.

The reliability was tested by using pre-test and post-test, of the instruments



(questionnaire) and was analyzed for reliability using a dependent t-test to determine if there will be a significant difference between the groups tested at a significant level of  $p < .05$ . After calculation by using SPSS software the researcher has realized that Cronbach Alpha is .809, which higher than .70.

Ethically, the researcher was guided by moral values in all stages of this research since this study involved different stakeholders.

## 2. RESULTS

### 2.1.Data Presentation

In this section data are presented, based on the perceptions of the teachers about entrepreneurial education. The categories are considered to have similar focus, but vary in meaning. Similarity in focus stems from the fact that teachers independently responded to the same phenomenon. Variation in meaning derives from differences in the perceptions of

the same phenomenon. The responses obtained, therefore, were taken to represent the teachers' understanding about the notion in focus. Questionnaire, interview schedule and observation were used to solicit this information, and what teachers considered to be very important in teaching entrepreneur education. The question was: What are the most important things to consider when teaching entrepreneur education? The perception of teachers was collected through self-administered questionnaire. The table below shows the extent to which academic staffs in private higher learning institutions perceive the implementation of entrepreneurship education

**Table 2: Teachers perception on entrepreneurship education**

Teacher perceive entrepreneurship education as follow:	N	Mean	Interpretation
Respect of Student educational background	43	3.23	Agree

Teaching for problem solving skills	43	3.44	Strong agree
Development of creative and innovative ideas	43	3.39	Strong agree
Empower students to make necessary decisions	43	3.44	Strong agree
Performing well their tasks (projects, individual and group work)	42	3.40	Strong agree
Improvement of student self confidence	43	3.48	Strong agree
Acquisition of leadership and communication skills	43	3.39	Strong agree
Develop networking skills, and professional contacts	41	3.14	Agree
Increasing of student engagement	43	3.30	Strong agree
Facilitate long term retention	43	3.27	Strong agree
<b>Average mean</b>		<b>3.35</b>	Strong agree
Valid N (listwise)	41		

**Source: Researcher**

The majority of the teachers (with the mean of 3.48) considered the student self-confidence as the most important thing to develop when teaching entrepreneurship education. This was followed by student's empowerment in decision making and problem-solving skills (with the mean of 3.44). The least thing listed by the respondents was developing the skills to networking.

Conclusively, the quantitative findings above are showing that teacher perceptions on how entrepreneurship is offered are positive at all indicators examined in this study.

### **Qualitative Data**

Interview with two heads of departments revealed a wide range of perception of teacher on entrepreneurship education in higher learning institutions. For the purpose of analysis heads of departments were asked how their teachers perceive entrepreneurship education. The following were the responses.

#### **Head of Department 1:**

Teaching for problem solving is a briefing given to academic staff by their supervisors, and the university has put in place mechanism to control whether teachers use learner-centered approach which is well known as a teaching method which leads to entrepreneurship education among students. However, many teachers do not feel accountable for what a student should be after graduation and, thus, do not know exactly what they should do for the students. When I was moving around monitoring and evaluating what teachers are doing I entered in the examination room and took one sample of examination paper and I realized that the questions were not problem solving based. Most of the questions were more theoretical than practical definitions, enumerating or listing, question of measuring memory instead of problem-solving capacity, innovation.

Head of Department 2: Normally a big part of the content prepared by teachers should be either laboratory based, field based which leads to competencies and skills development for students but when you look at what teacher prepare, the big part is more theoretical and class based.

The above findings prove that entrepreneurship teacher may not have right perception of entrepreneurship education since their attitudes are not fully complying with pedagogy of entrepreneurship education. These findings were consistent to that of a study conducted by Ahmet (2013) who examined the perception of science and technology teachers and found that although teachers had a common vision about student-centered teaching methods and techniques, they did not have enough knowledge about entrepreneurship concept.

Like Ahmed's study, the teachers in private higher learning institutions of Rwanda although they had positive and wide perception about entrepreneurship education, they had different understanding of what entrepreneur education is, and were very likely to teach it differently as confirmed by the heads of departments.

## **2.2. Discussion of Findings**

The discussion of findings was focused on the main themes under which the study was based and the data were collected. Those themes are the following: respect of student educational background, teaching for problem solving skills, development of creative and innovative ideas, empower students to make necessary decisions, improvement of student self-confidence, developing leadership and communication skills, develop networking skills, and professional contacts.

### **3.1.1 Respect of Student educational background**

In these findings, respect of student background was described as ensuring that the teachers consider the experiences, aspirations and abilities of the students as essential in the development of classroom activities. Teachers were arguing from the fact that students' experience is a key to the development of entrepreneurial skills. What the student has experienced, be it mechanics, cooking, child care it is very likely that they would use it to develop entrepreneurial skills from these experiences. In other words, starting from what the students have experiences to what is not known is an important element of the idea of culture as explained by Vygotsky (1978). In his view, Vygotsky believed that culture of individuals has a lot of influence of one's values includes work values and ethics and thus the level of entrepreneurship (Hayton et al., 2002). On this, the teachers, just like John Dewey had a notion that early age knowledge can be transferable skills that people develop during

their higher education, and this plays a significant role in their inclination to entrepreneurship.

However, it was sad to find that, although most teachers considered respect of student background as important element in developing entrepreneurial skills, the practice in most of the observed classrooms was negative. Most teachers just introduced the topics for discussion before they asked the students about their experiences of the topic, leading the students to struggle to make sense of the new materials that, most of them did not make much sense. In such a situation students' prior knowledge was discarded and instead, new and alien one was introduced, leading them to complete their education with neither their prior knowledge nor the new knowledge.

### **3.1.2. Teaching for problem solving skills**

In this finding, teaching for problem solving skills was described in this study as crucial

learning outcome that teacher may take into consideration. The main role of any education is helping learners to be able to solve their own and community problems. Ideally, through problem solving teaching, the teacher should help student to take a big part of the responsibilities of their own learning and take personal action to solve problems and focus on thinking. It provides students with opportunity to use their newly acquired knowledge in meaningful real-life activities and assist them in working at higher level of thinking. In relation to the context of Rwanda and other developing countries, problem solving teaching curriculum is an instrument that is being used for reducing unemployment rate among youth. The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding. This is consistent with Dewey's philosophy which is concerned with human learning,

reflection, experience, and interest. According to him, these are necessary to bring about quality education. John Dewey's theory lays in a number of areas in teaching entrepreneur education. First, his belief that education must engage with and enlarge learners' experience and reflection of that experience before interaction with the environments, provides a framework for teaching from the learners' experience and stretch them to reflect and make sense of what is available in their environment practice. And second, his passion for democratic values in education so that all learners may share their knowledge to transform their social and physical environment.

This situation was consistent with Elif (2018) who argued that Education policies today aim to raise individuals with 21st Century skills considered as a universal necessity and problem-solving skill is the one of the skills that have emerged as a requirement of the

21st century. Teaching problem solving is one of the most important topics of physics education, it is also the field where students have the most problems.

### **3.1.3. Development of creative and innovative ideas**

In this finding, the development of creative and innovative ideas was described as important to produce independent thinkers who can create jobs, rather than depending on the government for employment. Entrepreneurship in Rwanda is considered as key for economic development as it was recommended in Rwanda vision 2020. Moreover, the policy requires all students regardless of their major course of study or their level of education to take classes of entrepreneurship as a result of studying this course, the Rwandan government hopes, young Rwandans will become more capable of creating jobs for themselves and others, therefore youth unemployment remains a major issue, with over 40% of young people

jobless or underemployed. Thapanee, (2017) argued that Creativity is a crucial thinking skill to create educational innovation that is novel, valuable, and useful in education and human growth. Many creative instructional models have been used in higher education to promote creative thinking. Therefore, creating an innovative product need to be followed the learning activities that help students create innovation by themselves. The same idea was the expectation of entrepreneurship education in Rwanda, but the practice and implementation are not yet well done.

### **3.1.4. Empower students to make necessary decisions**

The finding describes empower students to make necessary decisions as important skills. Entrepreneurship teacher must empower students to become good decision makers, problem solvers and creative thinkers. The mission of Rwanda education is to produce a graduate who is self-reliant, has power of

making his own decision and direction. If students are to be successful, they will need to find work that is as satisfying to the human spirit as it is satisfying economically.

Normally, an entrepreneurship teacher designs learning experiences that help students get in touch with who they want to be and what they want to accomplish in the world through different decisions made. In other words, Students should be exposed to the situation which requires him/her to make decision. On this, Vygotsky agrees with John Dewey that the manner in which the young people are educated from an early age and the transferable skills that people develop during their higher education play a significant role in their inclination to entrepreneurship and their decision making (Gibb, 1996). The findings both qualitative and quantitative have concluded that entrepreneurship teachers do not have properly empower their students to make their necessary decision.

### **3.1.5. Improvement of student self confidence**

The findings have described the perceived level of student's self- confidence as an indicator of entrepreneurship education which leads to entrepreneurship intentions among students. The government of Rwanda encourages young people especially University students to be self-confident, self-reliant for building and independent country. Many philosophers including, writers, educators' psychologists Vygotsky and John Dewey, all have emphasized the crucial role played by self-confidence in motivation, affect, and social-economic development of human being. Entrepreneurship teachers among private universities of Rwanda should be equipped with pedagogical skills to inculcate this important competence among students. However, the research findings have showed that entrepreneurship teachers in private higher learning institutions of Rwanda was perceived that this important



competence is delivered to students but in most observed classrooms the reality was different. Most of the visited classes the reality has shown that teachers don't have mechanism of helping students to be self-confident in their daily practices. This is against with the idea of Roland (2001) who argued that in most societies, self—confidence is widely regarded as a valuable individual asset. Manshoor (2011) has added that Self confidence leads to the development of the leadership and entrepreneurial qualities, because leaders and entrepreneurs display the quality to execute plans, they are good human resource managers and are able to take their team forward in the right direction to achieve goals.

### **3.1.6. Developing leadership and communication skills**

The findings have described the perceived level of developing leadership and communication skills. This was an important element to be delivered to students. It is one

of the very important learning outcomes for entrepreneurship education program. In this fast-paced environment where the interaction of individuals with other individuals has become very important, we most certainly feel the need for good communication skills. A good entrepreneur should have sufficient leadership and communication skills and teachers should make sure that these skills are well delivered. Rwanda as country which is knowledge economy based, graduates should be equipped enough leadership and communication skills which may help them to be easily integrated and interact with national and international market as Vygotsky has considered social and cultural environment in which the learner resides as the source of human cognition. During the earlier period of his career he argued that the development of reasoning was mediated by signs and symbols, both of which can be understood as inputs to the development of human cognition. Regardless to the

mentioned ideal the reality from the research findings has showed that leadership and communication skills are not well delivered. This is consistent with what Manshoor (2011) argued that a human being who has an excellent expression would be able to become a good manager; the use of appropriate words at the appropriate time is the key to becoming a first-class leader.

### **3.1.7. Develop networking skills, and professional contacts**

This finding describes the perception of teacher on development of entrepreneurship education. The ideal entrepreneur is the one who has skills for networking with different stakeholders of his enterprise. Today, Rwanda has joined many integrations such as East African Community, Common wealth.... and this require Rwandans graduates to be able to collaborate or to network with international people from other countries. This has been accentuated by Martha (2014) that Networks play an

important role in whether people develop an interest in entrepreneurial activities, as well as in the acquisition of entrepreneurial skills. This has been encouraged by Vygotsky where he a system, which is known as cooperative learning, to encourage cooperation and team work spirit within each learning group. Vygotsky believe that in any task, the members had to successfully help and empower their fellow group members understand and succeed at the task.

Therefore, the findings have demonstrated that student are not acquiring properly the skills for networking and professional contacts which is challenge for private higher leaning institutions of Rwanda

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**Perceived Effects of Guidance Services on Students' Study Habits and Attitudes in Private Secondary Schools in Gasabo District, Rwanda.**

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**Abstract:** Educational and occupational scenes are changing fast everywhere. As such, the students should adapt his or her study attitudes and study habits to those changes. The substantive aim of the study was to examine the perceived effects of guidance services namely educational guidance, vocational guidance, health guidance, social guidance and counselling services on students' study habits and attitudes. The mean and correlation was used to measure the level of effectiveness of guidance services. The results revealed that the five guidance services mentioned above, moderately affected the study habits and attitudes of secondary student's with an overall mean rating of 1.89.

**Key Words:** Guidance services, study habits, study attitudes

## INTRODUCTION

Today's young people are living in an exciting time and with an increasingly diverse and mobile society. They are all expected to have basic study habits and attitudinal skills for optimum achievement, live and share facilities with others in the institution, and face new technologies and competitions (Kochhar, S K 2000).

In such circumstances, studying and achieving their academic goals must be a challenge. Thus, expert help is needed for the optimum achievement and academic adjustment in these varied life situations.

Every student needs support, guidance, counselling opportunities during adolescence, a time of rapid growth and change, which has an impact on their study

habits and attitudes.

Kochhar (2000) continues and state that, many students are shy, fearful, insecure and not skilled in managing their own affairs. They are unhappy because of a variety of reasons. These include feelings of failure, inadequacy, rigid, authoritarian rules, lack of study materials, financial constraints, and lack of meaning or purpose in life, among others.

As such, students require educational, vocational, health, social and counselling services so that they can cope with the various demands and adjust their attitudes and study habits.

According to Braddock (2001), the purposes of guidance and counselling services

for schools is to improve academic achievement, foster positive study attitudes and study habits, increase acquisition and application of conflict resolution skills, and decrease dropouts.

In 1994, UNESCO welcomed a proposal for guidance and counselling from the African Ministers of Education as a way of addressing new trends within the African cultural and educational context. Since then, they have continued their appeal to UNESCO to support their countries in implementing this program. The consensus reached was that guidance and counselling should be an integral part of the education of children and should be included in the teacher training programs. (<http://www.unesco.org/education/mebam/index.shtml>)

Rwanda, as a country addresses many issues related to psychosocial issues and concerns, career development, educational needs, and personal experiences faced by young people in and out of school (MINEDUC, (2003). These challenges were created by the impact of 1994 genocide, HIV/AIDS in most communities, poverty and related problems. In this regard, guidance services in secondary schools are helping the students to improve the students' study habits and attitudes. Furthermore, students find themselves faced with a complexity of choices, personal adjustment problems, and

low academic achievement based on their study habit, which results in creating anxieties and emotional tensions, and which, in turn, may lead to misbehaviour.

The government of Rwanda decided that guidance services should be put in place in Rwandan schools. This was necessary because of the events of 1994 genocide, which left the people of Rwanda with physical and psychological scars. It was believed that guidance and counselling services would be the solutions to many student problems, so that the students can be helped to adjust their study attitudes and habits. (Rwanda Ministry of Education, 2008)

Abid, (2006) conducted a research in New York on the effect of guidance services on academic achievement of secondary school students. The findings of his study as well as other similar studies conducted in this area revealed that guidance services are effective for the improvement of school instruction.

Another study was conducted by Hudesman et al. (1986) to compare the impacts of structured and non-directive counselling styles on academic performance of high-risk students. Results indicated that students in structured counselling condition had higher Grade Point Average (GPA) than those in non-directive counselling condition at the end of the semester.

In Rwanda, there is no research that has been conducted on guidance services at any level of education and many schools are still using informal guidance and counselling; that is why the current study intended to find out the effects of guidance services on students' study attitudes and study habits among private secondary schools in Gasabo district. This is because private secondary schools don't have enough supervision from government comparing to public schools.

Majority of secondary school students in Rwanda are faced with educational problems such as lack of academic information, wrong choices of educational courses, academic motivation, and loneliness among students, difficulty in taking notes and passing examinations, and problems emanating from the 1994 genocide. The above cited problems inhibit directly or indirectly the students' study attitudes. It is here that guidance services are needed to help students to adjust their study habits and attitudes so that they could cope with their academic pursuits.

The present study assessed the perceptions of students enrolled in private secondary schools in Gasabo district on the effects of guidance services on students' study habits and attitudes.

The study wished, therefore, to answer specifically the following questions:

1. How effective are the guidance services of private secondary schools in Gasabo district as perceived by the students?
2. How are the students study habits and attitudes in Gasabo District?
3. What is the relationship between guidance services and perceived effects on students' study habits and attitudes?

## **METHODS**

The methods, tools and/or instruments that were employed in this study are presented. It describes, the conceptual framework; area of the study, study design, the population and sample selection methods, and instruments used in data collection and analysis as well as the procedure and limitations met.

### **Conceptual Framework**

This part presents the scheme of concepts of variables that the researcher used to achieve the objectives. In this study, the independent variables would be expected to have a positive influence on the dependent variable. This is because the independent variables are treated as a whole and are understood in totality and not in isolation.

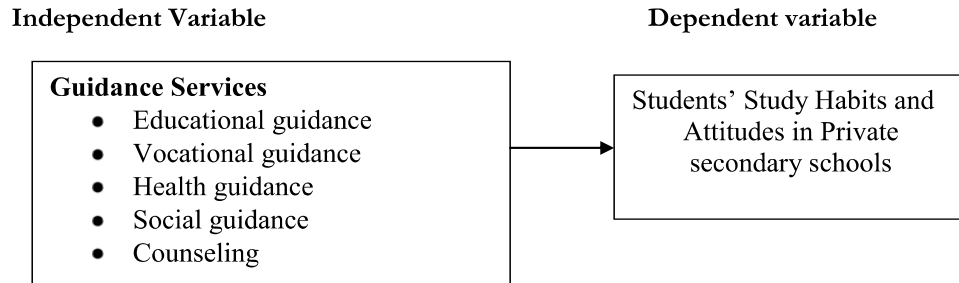


Figure1: Conceptual framework showing the independent and dependent variables that were used in the study.

#### Population and Sample size

The sample of 133 students was taken by using 30% of 443 students of the 4 selected private secondary schools in Gasabo district which are APAER, APADE, ADEB, and AIPER-Nyandungu. The sample members were selected from Senior 6 students of those selected schools by using systematic sampling.

The reliability coefficients was Alpha equal to 0.8438 and 0.7773 which is found to be reliable

After this pilot study, all research instruments were administered without any problem because the reliability of the instruments was bigger than .7

The Statistical Package for Social Sciences (SPSS) was employed to organize and analyze the data collected.

It was also converted into levels of effectiveness and improvement in study habits and attitudes.

Scale	Range	Interpretation	Interpretation
4 -Strong Agree (4)	3.26-4.00	Very effective	Much improved
3 -Agree	2.51-3.25	Effective	Improved
2 -Disagree	1.76-2.5	Moderately effective	Moderately improved
1 -Strong disagree	1.0-1.75	Least effective	Least improved

Moreover the relationship between the independent and dependent variables was done by the use of the scale below

#### Range

Above 0.91  
0.70-0.91  
0.41 – 0.70  
0.21 – 0.40

#### Interpretation

Very high relationship  
High relationship  
Moderate relationship  
Low relationship

## RESULTS AND DISCUSSION

The data solicited from the respondents are placed in tabular form together with the corresponding analysis and interpretation.

### Summary on the Effectiveness of the Five Types of Guidance Services

The results show that the effects of the five guidance services on the students' study habits and attitudes. Specifically, the findings present the average mean of each type of guidance service, and identify the overall mean, which is equal to 1.89. This proves that guidance services are moderately effective. It appears, therefore, that some guidance services are more effective than others. The most effective are counselling services with an average mean of 2.39. This is

followed by vocational guidance with an average mean of 2.39. The one with the lowest average mean of 1.53 is educational guidance services. In general, the findings confirm that guidance services have the significant effects on students study habits and attitudes.

Braddock (2001) states that the purposes of guidance services for schools are to improve academic achievement, foster positive study habits and attitudes, increase acquisition and application of conflict resolution skills, and decrease dropouts.

**Table 1: Summary on the Effectiveness of the Five Types of Guidance Services**

Types Of Guidance Services	Average Mean	Descriptive
1. Educational guidance services	1.53	Least effective
2. Vocational guidance services	2.19	Moderate Effective
3. Health guidance services	1.76	Moderately effective
4. Social guidance services	1.56	Least effective
5. Counselling services	2.39	Moderate Effective
Over all mean	1.89	Moderately effective

### Students' Study Habits and Attitudes

To answer specifically question 2 of the study, subsequent paragraphs contain the corresponding tables with its analysis and interpretation. This specific objective was

concentrated on study habits and attitudes of secondary school students after being given guidance services.

The findings reflect how students' study habits and attitudes are described.



Specifically, each item mean and the average mean of all items is equal to 2.30. This means that students study habits and attitudes are moderately improved.

Going into the specific items the top three that describe students' habits and attitudes are: existence of genocide related problems, in their classes due to the lack of social guidance services (item mean = 3.30). This implies that their study habits and attitudes relative to genocide related problems have been much improved due to their decreased association with concerned persons.

Another item which describes study habits and attitudes is that they no longer feel lonely due to the counselling services given to them (item mean = 2.56). Also they are healthy because health guidance services are provided (2.74). The above item means that they have improved their study habits and attitudes due to the fact that they no longer feel lonely and are also healthy. The students' fight against HIV/ AIDS got a computed mean of 1.33, which is described as least improved. This may be due to the concept that HIV/ AIDS is a disease that is incurable.

Rao (2006) concur that students need to be guided in order to develop good study habits; they also need adequate preparation that they can develop self-confidence to sit for their examinations. Special guidance has to be provided at crisis points; for example, if

students find difficulty in following certain subjects, they lack concentration, obtain poor grades; as such they have to be guided to overcome these difficulties.

### **Correlation between all Guidance Services Grouped and Student's Study Habits and Attitudes**

The combination of all guidance services gives a general image of the relationship between guidance services and students study habits and attitudes.

By this correlation,  $r = .78^{**}$ ,  $P = 0.00$ , we realized that the students of private secondary schools in Gasabo district, are aware of guidance services and accept that these services are very important. These services may improve their academic performance and may promote relationships in and out of class among students through social guidance services. Also, guidance services may ameliorate the health status of students by providing health guidance services; vocational services may allow students to identify their potentials in order to make good career choices. This correlation ( $r = .787^{**}$  and  $P = .000$ ) shows that all these services have a positive impact on students' study habits and attitudes.

Students at secondary level face many problems, which are likely to hinder the development of positive study attitudes and study habits. The results revealed that

guidance services have significant positive effect on students' study habits and attitudes and may inturn improve students' academic performance.

### CONCLUSIONS

The findings indicate that there is a need for guidance services. Specially, the secondary school students enrolled in private schools of Gasabo district disclosed that guidance services moderately affected their study habits and attitudes, particularly the counselling services. The respondents described their study habits and attitudes as moderately improved. A highly positive significant relationship exist between guidance services and students study habits and attitudes.

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